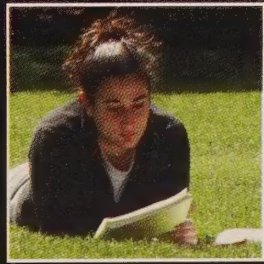
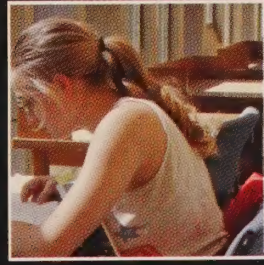
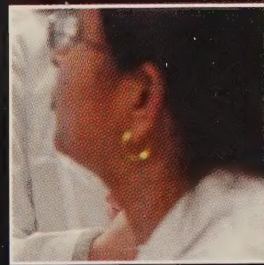
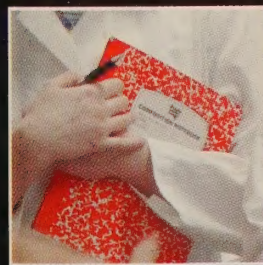


BARNARD



2005 - 2006 CATALOGUE



AUTUMN TERM — ONE HUNDRED AND SEVENTEENTH YEAR

Online registration.....	Aug. 31–Sept. 7 (W–W)
Language Placement Examinations	Sept. 2 (F)
Classes Begin 9:00 a.m.	Sept. 6 (Tu)
Last day to submit work for courses in which grades of I were given in the spring term, 2005	Sept. 6 (Tu)
Deferred examinations for students absent from May 2005 final examinations	Sept. 9, 12 (F, M)
Program filing. Last day to file autumn term programs, 4:30 p.m.....	Sept. 16 (F)
Last day to add a course	Sept. 16 (F)
Last day to drop a course	Oct. 11 (Tu)
Awarding of October degrees.....	Oct. 19 (W)
Midterm Date	Oct. 20 (Th)
Academic holiday	Nov. 7 (M)
Election Day holiday	Nov. 8 (Tu)
Major examinations for February graduates	Nov. 2–4 (W–F)
Program planning and sign-up period for all students	Nov. 2–21 (W–M)
Last day to file requests for Pass/D/Fail grades or withdraw from a course.....	Nov. 17 (Th)
Last day for students to file spring term programs.....	Nov. 21 (M)
Last day to file application for study elsewhere in spring 2006	Nov. 21 (M)
Thanksgiving holidays.....	Nov. 24–27 (Th–Sun)
Last day for payment of bill for spring term	Dec. 1 (Th)
Required reading period.....	Dec. 13–14 (Tu, W)
Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due	Dec. 14 (W)
Midyear Examinations Begin	Dec. 15 (Th)
Autumn term ends	Dec. 22 (Th)
Winter recess.....	Dec. 23, 2005–Jan. 16, 2006 (F–M)

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BARNARD

THE LIBERAL ARTS COLLEGE FOR WOMEN
AFFILIATED WITH COLUMBIA UNIVERSITY

2005-2006 CATALOGUE

BARNARD COLLEGE • 3009 BROADWAY • NEW YORK, NY 10027-6598

212-854-5262

www.barnard.edu

In accordance with its own values and with Federal, State, and City statutes and regulations, Barnard does not discriminate in admissions, employment, programs, or services on the basis of race, creed, national origin, sexual orientation, or disability.

This catalogue is intended for the guidance of persons applying for or considering application for admission to Barnard and for the guidance of Barnard students and faculty for the 2005–06 academic year. The catalogue sets forth in general the manner in which the College intends to proceed with respect to the matters set forth herein, but the College reserves the right to depart without notice from the terms of this catalogue. This catalogue is not intended to be and should not be regarded as a contract between Barnard College and any student or other person.

Cover photography: Diane Bondareff, Timothy Fadek
Photograph of Judith Shapiro: Timothy Fadek
Cover design: Hans Riis, Office of Public Affairs, Barnard College

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MESSAGE FROM THE PRESIDENT



You hold in your hands a map of the intellectual terrain of Barnard College. The list of hundreds of courses in more than 40 departments only hints, however, at the journey of discovery you will undertake over the four years of your undergraduate education.

That journey takes place across many dimensions. Students tell me they choose Barnard because of its unique combination of attributes. It is: a residential liberal arts college offering students a breadth and depth of intellectual and social experiences that will serve them all their lives; a college located in one of the world's most cosmopolitan cities; a college that enjoys a partnership with a great research university; and, a college dedicated to the advancement of women.

As a residential liberal arts college, Barnard offers students a faculty of distinguished scholars who remain accessible to undergraduates, along with a dedicated and responsive student services staff. Barnard's New York City setting offers students a world of museums, theatre, and music, as well as possibilities for year-round internships in institutions that stand at the center of the fields of commerce, publishing, science, medicine, education, the arts, and finance. As members of one of the undergraduate schools of the Columbia University community—and the only one to remain independent—students are part of a vibrant “academic acropolis” on Morningside Heights, which also includes

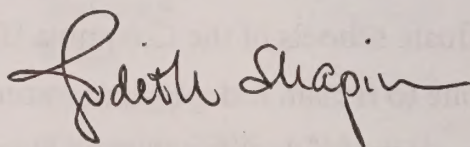
the University's graduate and professional schools and a number of neighboring institutions, including Teachers College, the Jewish Theological Seminary, and the Manhattan School of Music.

Women do, indeed, find it all at Barnard.

Barnard students, faculty, and staff shape and are shaped by the College's continuing tradition of intellectual discipline and independence, its combination of diversity and common purpose, and its commitment to undergraduate teaching informed by distinguished scholarship and advanced scientific inquiry. The College's track record in sending its students on to graduate and professional training is remarkable.

A Barnard faculty member, speaking at a recent induction ceremony of the honor society Phi Beta Kappa, offered the following advice, which applies equally to all Barnard students: "We hope you will integrate the wisdom of the humanities and the expressive arts with the rigor of the scientific method. We are confident that you have the intelligence, creativity, and skepticism necessary to challenge the conventional wisdom. Barnard itself stood as a challenge to the conventional wisdom at the time of its founding, and we know that you will carry on its traditions."

Good luck on your journey; we are here to help you make the most of it.

A handwritten signature in dark ink, reading "Judith Shapiro". The signature is fluid and cursive, with the first name "Judith" written in a larger, more prominent script than the last name "Shapiro".

Judith Shapiro
President

BARNARD COLLEGE

MISSION STATEMENT

Barnard College aims to provide the highest quality liberal arts education to promising and high-achieving young women, offering the unparalleled advantages of an outstanding residential college in partnership with a major research university. With a dedicated faculty of scholars distinguished in their respective fields, Barnard is a community of accessible teachers and engaged students who participate together in intellectual risk-taking and discovery. Barnard students develop the intellectual resources to take advantage of opportunities as new fields, new ideas, and new technologies emerge. They graduate prepared to lead lives that are professionally satisfying and successful, personally fulfilling, and enriched by love of learning.

As a college for women, Barnard embraces its responsibility to address issues of gender in all of their complexity and urgency, and to help students achieve the personal strength that will enable them to meet the challenges they will encounter throughout their lives. Located in the cosmopolitan urban environment of New York City, and committed to diversity in its student body, faculty and staff, Barnard prepares its graduates to flourish in different cultural surroundings in an increasingly inter-connected world.

The Barnard community thrives on high expectations. By setting rigorous academic standards and giving students the support they need to meet those standards, Barnard enables them to discover their own capabilities. Living and learning in this unique environment, Barnard students become agile, resilient, responsible, and creative, prepared to lead and serve their society.

—Approved by the Barnard College of Trustees, June 2000

THE COLLEGE

Barnard has been a distinguished leader in higher education for women for over 100 years and is today the most sought after private liberal arts college for women in the nation. Founded in 1889, the College was the first in New York City, and one of the few in the nation at the time, where women could receive the same rigorous liberal arts education available to men. Its dedication to the advancement of women, combined with its affiliation with a great research university and its setting in an international city, makes Barnard unique among liberal arts colleges today. Although affiliated with Columbia, Barnard is an independent college with its own administration, trustees, faculty, curriculum, endowment, budget, and campus. Barnard students may take classes at Columbia, as Columbia students may do at Barnard.

New York City and its vast cultural and social resources are an extension of the Barnard campus, literally used by every department to enhance curriculum and learning. In the same way, students benefit from the academic resources of Columbia, located just across Broadway.

The College draws motivated, talented, and curious young women who create a stimulating atmosphere and diverse community. Barnard alumnae include pioneers like anthropologist Margaret Mead and Judith Kaye, the first female Chief Judge of the State of New York, along with prominent cultural figures such as choreographer Twyla Tharp, writers Zora Neale Hurston and Mary Gordon, and Pulitzer Prize-winning journalists Anna Quindlen and Natalie Angier.

Barnard's History

Barnard College was among the pioneers in the late 19th-century crusade to make higher education available to young women.

The College grew out of the idea, first proposed by Columbia University's tenth president, Frederick A.P. Barnard, that women have an opportunity for higher education at Columbia. Initially ignored, the idea led to the creation of a "Collegiate Course for Women." Although highly qualified women were authorized to follow a prescribed course of study leading ultimately to Columbia University degrees, no provision was made for where and how they were to pursue their studies. It was six years before Columbia's trustees agreed to the establishment of an affiliated college for women. A provisional charter was secured and Barnard College was named in honor of its most persistent advocate.

In October 1889, the first Barnard class met in a rented brownstone at 343 Madison Avenue. Fourteen students enrolled in the School of Arts and twenty-two "specials," lacking the entrance requirements in Greek, enrolled in science. There was a faculty of six.

Nine years later Barnard moved to its present site on Morningside Heights. In 1900 Barnard was included in the educational system of Columbia University with provisions unique among women's colleges: it was governed by its own Trustees, Faculty, and Dean, and was responsible for its own endowment and facilities, while sharing instruction, the library, and the degree of the University.

Barnard Today

From the original 14 students, enrollment has grown to 2,297, with over 33,000 Barnard students awarded degrees since 1893. Barnard's faculty of 292 women and men are teacher-scholars whose paramount concern is the education of undergraduate students, and whose professional achievements bring added vitality to the classroom.

Barnard's liberal arts education is broad in scope and demanding. The curriculum includes a series of general education requirements—a program of courses the faculty believes provides a stimulating and thorough education, while remaining flexible and varied enough to suit a student's own interests, strengths, and talents. Classes vary in size. Those in which student participation is important are small. There are opportunities for independent study and students are often invited to work on research projects with faculty members.

In 1998, Barnard College and Columbia University amended and extended the long-standing agreement for cooperation between the institutions, an agreement which remains unique in higher education. Barnard stands as an independent college for women with its own curriculum, faculty, admissions standards, graduation requirements, trustees, endowment, and physical plant. At the same time, Barnard and Columbia share resources, thereby giving students open access to the courses, facilities, and libraries of both schools. Barnard and Columbia students also share in a wide variety of social and extracurricular activities. Barnard boasts 80 undergraduate clubs, and students have access to an additional 140 at Columbia.

From its inception, Barnard has been committed to advancing the academic, personal, and professional success of women. Students benefit from an atmosphere in which over half of the full-time faculty are women, and women are well represented in the administration. The College is led by Judith R. Shapiro, anthropologist and former provost of Bryn Mawr. At Barnard, women are given the opportunities and the freedom to lead both in and out of the classroom, and to develop the skills that will equip them to lead throughout their lives.

Barnard's unique ties to several of Columbia's graduate schools, and to premier New York City institutions, including the Juilliard School, the Manhattan School of Music, the Jewish Theological Seminary of America, and Teachers College, give students an unusual range of educational options including a number of joint degree programs. Academic organizations within and beyond the University also offer vital opportunities for research, study, studio experience, internships, and community service.

Barnard has a high student retention rate, an indication of student satisfaction with college experience. Barnard students also enjoy leaves for study, travel, and internships. About two-thirds of students graduate having undertaken an internship at sites ranging from investment banks like Goldman Sachs to cultural institutions like the Metropolitan Museum of Art, network news programs including *60 Minutes*, medical facilities including New York Presbyterian Medical Center, and a wide range of other venues. Every year Barnard admits about 80 transfer students who come to take advantage of the educational opportunities available to Barnard women.

Every year the Office of Career Development collects and summarizes information about post-baccalaureate study and employment. In the first year after graduation, almost one-third of Barnard graduates enter full-time graduate or professional schools, with the largest proportions opting to study medicine, law, or business. The rest obtain employment in business and industry, the arts, communications, teaching, social services, and many other fields.

Accreditation

Barnard College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The Barnard College Education Program is accredited by The New York State Education Department in Albany, NY, 12234, for provisional teaching certification for childhood and adolescent education.

THE CAMPUS

The Barnard campus occupies four acres of urban property along the west side of Broadway between 116th and 120th Streets. At the southern end of the campus, four residence buildings, Brooks Hall, 1907, Hewitt Hall, 1925, Helen Reid Hall, 1961, and the College's newest building, Iphigene Ochs Sulzberger Hall, formerly Centennial Hall, 1988, form an enclosed quadrangle. In 2003, the College's four oldest buildings were added to the National Register of Historic Places.

Barnard Hall, formerly Students Hall, 1917, renamed in 1926, is just north of the "Quad" and contains seminar rooms, classrooms, and faculty offices, as well as the LeFrak Gymnasium, a swimming pool, and dance studios. The Sulzberger Parlor on the third floor is used for meetings and special events. The Julius S. Held Lecture Hall, an electronically equipped multimedia classroom, is also on the third floor.

Adele Lehman Hall, 1959, contains the Wollman Library and two floors of faculty offices and classrooms. The library includes the reserve room and the Lehman Computer Center on the first floor; the reference area, periodicals, microforms, and open book stacks on the second floor; and on the third floor, audiovisual facilities and more open stacks. Computer facilities for the Economics and Political Science departments are also located in Lehman. The building overlooks a lawn surrounded by trees and shrubs.

Helen Goodhart Altschul Hall, 1969, and the Millicent C. McIntosh Center, 1969, face each other across an open plaza. The 14 stories of Altschul Hall are devoted to the sciences. Herbert H. Lehman Auditorium is on the first floor. The headquarters for student activities (the Jean T. Palmer Suite), a snack bar, and Java City, a lounge and coffee bar, are located in the McIntosh Center as well as student mailboxes and music practice rooms.

Milbank Hall, 1897, occupies the northern end of the campus and houses administrative and faculty offices, classrooms, the Arthur Ross Greenhouse, and the Minor Latham Playhouse, a well-equipped modern theater. Substantial renovations took place in Milbank recently, yielding expanded neuroscience research laboratories and animal facilities, the Krueger Lecture Hall, as well as a redesigned and updated Math Help Room/Computer Laboratory.

In the immediate neighborhood, Barnard maintains additional residence halls, including Plimpton Hall, acquired in 1968, and Eleanor Thomas Elliott Hall, formerly 49 Claremont Avenue, acquired in 1982 and renamed in 1992. In addition, three apartment buildings on West 116th Street, 600 (acquired in 1971), 616 (acquired in 1964), and 620 (acquired in 1968) are Barnard residence halls. The College also rents additional spaces at 601 West 110th Street and at 210 and 212 West 104th Street.

Columbia University is directly across the street on Broadway.

BARNARD INFORMATION SERVICES

Wollman Library

The Barnard Library occupies the first three floors of Adele Lehman Hall; the Archives is located on the tunnel level. The Library's collection includes both print and non-print resources that are intended to serve the curricular needs of the undergraduate students at Barnard. The Library's Media Services department includes a growing collection of video and audio material in all formats and provides equipment for its use. The Library also provides access to a wide variety of indexes and texts in electronic format. The Library has an especially strong collection in women's studies that is supplemented by the research materials in the Barnard Center for Research on Women.

Special collections in the Library include the Barnard Archives, a collection of official and student publications, letters, photographs and other material that documents Barnard's history from its founding in 1889 to the present; the personal library of Nobel Prize winning Chilean poet Gabriela Mistral; the Overbury Collection of 3,300 books and manuscripts by and about American women authors, and a small rare book collection.

During the academic year the Library is open seven days a week providing a full range of services. The Reference Department offers an on-going instructional program, including in-class lectures and individual consultations, designed to help each student develop efficient library and research skills.

In addition to standard print research materials, the Library provides access to many electronic information sources. CLIO is a computerized catalog containing holdings of the entire Columbia University Library system, including Barnard. Students can also search a wide variety of periodical indexes online, an increasing number of full-text news and research databases, and all of the resources of the World Wide Web.

Barnard students also have access to all Columbia University libraries, with more than 8 million volumes, as well as to the libraries of Teachers College, Jewish Theological Seminary and Union Theological Seminary. In addition, students may use the many libraries and collections in the metropolitan area, either through public access or special referral.

Academic Technologies — Student Computing

Academic Technologies provides computing resources and services to all Barnard students through the Residential Computing program and in five student computer centers on campus. Residential Computing assists students with computer installations, network connections and basic software applications. Laptop support is provided in the main computer lab during scheduled hours. The main computer lab, located in 112 Lehman Hall, houses PCs, Macintoshes, printers and scanners. Full-time staff and student consultants are available in this lab to help with questions, problems and general computing support. Students may also contact the Help Desk by phone, email or in person for computing assistance. Four smaller labs, open 24 hours a day, 7 days a week during the academic year, are located in the Sulzberger, Plimpton, and 616 W. 116th Street residence halls. All computers in the labs provide access to AT-supported software applications and to the Internet.

Management Information and Network Services (MINS)

The Department of Management Information & Network Services (MINS) is responsible for managing all aspects of College-wide computer network and software system platforms. These systems encompass e-mail, the World Wide Web and other internet services, database applications, administrative application systems, and network infrastructure. The MINS department maintains and ensures the constant availability of Internet access, network connectivity and computing services for Barnard College students, faculty, and staff. MINS also works in conjunction with other college departments to implement administrative applications such as online student services and course registration, faculty online, accounting and finance, and human resources systems.

The Barnard Center for Research on Women

The Barnard Center for Research on Women promotes a dialogue between feminist scholarship and activism, and serves a community composed of faculty, students, staff, community activists, artists, scholars, and alumnae. Founded in 1971 to deepen Barnard's longtime commitment to women's equality, the Center has, in recent years, dedicated itself to examining how today's women's movements speak to and further those of the past, as well as the ways in which feminist struggles are inextricably linked to other movements for racial, economic, and social justice around the globe.

The Center accomplishes these goals by offering public lectures and conferences on a wide range of feminist issues and by publishing its tri-annual webjournal, "The Scholar and Feminist Online," at www.barnard.edu/sfonline. These efforts fortify the Center's role of fostering inquiry and advancing knowledge about women and keeping feminist issues at the forefront of college life. They also link Barnard to a diverse range of activist organizations and community groups throughout the city. A listing of which is available in the online BCRW Directory of Women's and Social Justice Organizations at www.barnard.edu/bcrw.

Nowhere is this network more visible than in the Center's lively, provocative and engaging programming. Hosting nearly a dozen ongoing series, the Center provides a public forum for intelligent and relevant discussions of women in Judaism, the future of feminism, the politics of women's imprisonment, feminist responses to today's most controversial issues, and women's movements in the Pan-African world. Bringing together renown scholars, artists, and community organizers, the nationally recognized annual "The Scholar and the Feminist" conference, now in its 30th year, has, in recent years, explored the changing face of activism across generations; international feminist movements; and feminist responses to race and poverty.

Located in Room 101 Barnard Hall, the Center's reading room and Resource Collection, which includes over 120 feminist periodicals, are open to members of the Barnard community and the general public. The Center also houses a collection of unpublished articles and rare materials from the second wave women's movement; of special note is an extensive archive of newsletters and publications from women's organizations across the country.

STUDENT LIFE

Barnard students soon discover that their classmates are among the principal resources of their undergraduate years. Cosmopolitan in nature, the student population includes residents of nearly every state and some 32 foreign countries as well as those who live within commuting distance. Diversity is one of the few generalizations that can be made safely about Barnard students; a mingling of economic, regional, ethnic, and cultural groups is evident in campus life. Over 85 percent of the students live in College housing and participate in the educational programs, cultural events, and social activities of their residence halls.

Student Government and Campus Organizations

Student participation in the governance of the College and in shaping student life on campus is a time-honored tradition at Barnard. College committees, on which students, faculty, and administrators serve, recommend policy and procedural changes in such areas as curriculum, housing, and college activities. Students are the majority members on Honor Board and Judicial Council. Two students serve as representatives to the Board of Trustees.

All Barnard students are members of the Student Government Association, which elects a representative government and sponsors extracurricular activities and special events reflecting the range of cultural, political, pre-professional, and academic interests of the student body. These groups, more than 80 in all, include theater and vocal music groups, ethnic organizations, language clubs, community service groups, and yearbook staff. The student newspaper, *Barnard Bulletin*, is published weekly. Students with a variety of talents collaborate to produce Autumn and Spring Festivals featuring concerts, theater and dance performances, art exhibitions, and social events.

Student activities emanate from McIntosh Student Center, which houses the offices of College Activities, Multi-cultural Affairs, the Student Government Association, and other clubs and organizations. The Center also includes the student mailroom, a dining hall, the commuter lounge, music practice rooms, darkroom, and radio station. The College Activities Ticket Booth offers students the opportunity to attend professional dance, theater, opera, and sports in New York at reasonable prices. Students in many academic disciplines supplement course work with department-sponsored programs, lectures, and performances during the school year.

Cooperation among Barnard and Columbia groups is common. The majority of clubs and organizations have both Barnard and Columbia students. Religious organizations and activities with headquarters on the Columbia University campus at Earl Hall encompass nearly every faith and are open to all Barnard students. Urban New York, a joint Barnard-Columbia program, offers unusual opportunities for students, faculty, and staff to experience together the cultural, political, and social life of the city.

Sports and Athletics

The Columbia University/Barnard College Athletic Consortium (Division I of the NCAA) sponsors 15 women's varsity teams, including archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, swimming and diving, tennis, indoor and outdoor track and field, and volleyball. The Athletic Consortium is just one of three in the nation and the only one on a Division I level. Students at Barnard College along with women enrolled at the undergraduate divisions of Columbia University have the opportunity to compete on all university-wide teams. Scheduled

competition includes the Ivy League, the metropolitan area, the eastern region, and national tournaments. Individuals and teams have the opportunity to advance to regional and national competition within the ECAC and NCAA.

For students interested in less competitive programs, the Physical Education Department offers an extensive program of intramurals and recreation. The program features badminton, basketball, floor hockey, indoor soccer, volleyball, open gym time, recreational swimming, sports clubs, open weight room hours, and special events.

Barnard facilities include a swimming pool, the LeFrak Gymnasium, locker rooms, running track, fencing, dance and wellness studios, and weight room in Barnard Hall, as well as access to tennis courts just one block away in Riverside Park. Barnard students have access to all recreational and athletic facilities of the University as well. The Dodge Fitness Center at Columbia includes the Levien Gymnasium, with a seating capacity of 3,499; the eight-lane Uris Swimming Center; 17 squash and handball courts; a well-equipped training room; and locker rooms and sauna. Women's intercollegiate and club teams also use outdoor facilities at Baker Field, a 26-acre complex at the northern tip of Manhattan that includes 20,000-seat Wien Stadium with a new synthetic surface, an eight-lane, all-weather NCAA-regulation running track and practice fields. There are seven composition tennis courts with a tennis clubhouse, a soccer stadium, a softball field, facilities for crew, and a spacious field house.

Student Conduct

The Honor Code, instituted at Barnard in 1912, governs all aspects of academic life and is enforced by an Honor Board that has a membership of students and faculty members, advised by the Dean of Studies. The Judicial Council of undergraduates, faculty, and administrators recommends disciplinary action for non-academic offenses and acts on appeals of academic disciplinary sanctions determined by the Honor Board. A more complete explanation of the system may be found in the Student Handbook.

Each student who registers at Barnard agrees to maintain the Honor Code, which states:

We, the students of Barnard College, resolve to uphold the honor of the College by refraining from every form of dishonesty in our academic life. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, or to use any papers or books not authorized by the instructor, or to present oral or written work that is not entirely our own, except in such a way as may be approved by the instructor. We consider it dishonest to remove without authorization, alter, or deface library and other academic materials. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.

Library regulations and independent study courses are also governed by the code.

Policies and regulations concerning student conduct are recommended by student, faculty, and administrative committees to the appropriate administrators, the President, and the Board of Trustees. Hearing and appeal procedures are also outlined in the *Student Handbook*.

Enrollment in the College, award of academic credit, and conferral of the degree are subject to disciplinary powers vested by the Barnard Board of Trustees in appropriate officers of instruction and of administration and in College committees.

Residential Life

Barnard maintains a diversified residence program. Residence options include traditional residence halls, a variety of suite arrangements, and apartments in College-owned buildings on or adjacent to the campus. In a cooperative exchange with Columbia College and the School of Engineering and Applied Sciences, a limited number of coeducational arrangements are available. In addition, some students live in independent housing they secure in the campus vicinity. The College offers all incoming first-year students the opportunity to elect to live in campus housing. In all, more than 89 percent of the student body live in College housing, the rest choosing to commute, usually from apartments near the campus.

Facilities

All Barnard College owned or operated residence halls are completely smoke free. The College provides in its residence halls supervision under the direction of the Director of Residential Life & Housing. This includes area directors, graduate and undergraduate student assistants, 24-hour desk attendant coverage, and regular security guard patrols.

Brooks, Hewitt, Reid, and Sulzberger Halls, or the “Quad,” at the south end of the campus, are operated as a single complex with space for about 930 students. This residential complex provides community amenities, including computer rooms and the Student Store. The first eight floors of Sulzberger Hall, Reid, and some floors in Brooks, house first-year students, who are assigned to double, triple, and quad rooms. There are also eight wheelchair-accessible rooms located in the Quad. The “Tower,” floors nine through 16 of Sulzberger Hall, houses seniors in suites with lounges and kitchenettes.

“616” West 116th Street, an apartment-style residence directly across the street from the Quad, provides housing for 207 students in suites of single and double rooms. Each suite has a kitchen and bath.

“600” and “620” West 116th Street are College-owned buildings comprising a majority of student apartments of one to five single or double rooms with kitchen and bath, and some apartments for community residents.

Elliott Hall, adjacent to the west side of campus, houses 130 students. Rooms are on common corridors in suites with shared baths, kitchenettes, and lounges.

Plimpton Hall, a suite-style residence hall on Amsterdam Avenue and West 121st Street, a short walk from the main campus, but adjacent to Columbia and Teachers College, provides housing for 280 students in suites of five single rooms. Each suite has a kitchen and bath.

601 West 110th Street has housing for approximately 150 Barnard students (mostly sophomores and juniors) who live in suites and seniors who live in studios. This option provides independent living with an active residential life program.

Eligibility

Eligibility criteria have been established in order to assign available space on an equitable basis. These regulations may be changed as needed at the discretion of the College, but insofar as possible, the following criteria will determine eligibility:

1. A student must be registered for a full academic program. Exceptions may be made upon review of appeals submitted to the Dean of Studies and the Dean for Community Development.
2. A student receives “Resident” classification if the principal residence of her parent or legal guardian is in the geographic area classified by the College as beyond commuting distance.

3. A “Commuter” is a student whose permanent residence is within the geographic area classified by the College as within commuting distance. Commuters are eligible for campus housing when they enter as first-year students.

Assignments

Returning upperclass resident students select their rooms in College residences on the basis of a lottery number and room selection process. Incoming first-year students, readmitted upperclass students, and transfer students are assigned rooms by the Office of Residential Life and Housing.

Requirements

The rules and regulations regarding payments and refunds, and the use and occupancy of rooms are in the “Terms and Conditions of Student Residence in Barnard College Housing,” which is given to students selecting College housing and which must be agreed to before they may accept an assignment. This document may be reviewed via the Residential Life & Housing web page at www.barnard.edu/reslife.

Board

The College offers all students meal plans, which include points that may be used in the recently renovated Hewitt cafeteria, McIntosh snack bar, and Java City Cafe. Meal plans (not points) may also be used at Columbia’s John Jay cafeteria for some meals. All first-year students and all residents of the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls) are required to be on a meal plan for the full academic year. Upper-class residents of Sulzberger Tower are not required to be on a meal plan.

Married Students

Married students, as a rule, will not be allowed to remain in the College residences. They will be subject to financial obligations which pertain to any student who withdraws from the residence halls or from the College during the term.

Financial Aid for Room and Board

Resident or commuter status for financial aid purposes is determined at the time of admission to the College. A student who receives aid from the College based on a resident budget must live in College housing. Students classified by the College as residents who decide to live off-campus or commute from home receive reduced aid packages which reflect the costs of commuters.

In the past, Barnard required students classified as commuters to cover on campus room and board expenses from their own resources. This policy is currently being phased out. In 2003-2004 all seniors who lived within commuting distance of the campus and who decided to live on campus received a financial aid package that not only covered tuition and fees but also campus housing. In 2004-2005 the new policy was extended to both juniors and seniors. During 2005-2006 the new policy is extended to all sophomores, juniors, and seniors. During 2006-2007 all students who live on campus will have their financial aid based on a full resident budget.

ADMISSION

The Committee on Admissions selects young women of proven academic strength who exhibit the potential for further intellectual growth. In addition to their high school records, recommendations, and standardized test scores, the candidates' special abilities and interests are also given careful consideration. While admission is highly selective, no one criterion determines acceptance. Each applicant is considered in terms of her individual qualities and her potential for successfully completing the course of study at Barnard.

Barnard seeks students from diverse educational and cultural backgrounds and from all geographic regions. However, no preconceived profile of an ideal student population limits the number of applicants accepted from any one group. The College admits students and administers its financial aid and loan programs, educational policies and programs, recreational programs, and other College programs and activities without regard to race, color, creed, national origin, sexual orientation, or disability.

First-Year Application Procedures

Application for admission to the first-year class should be made by January 1 for entrance in September of the same year. Barnard accepts the Common Application along with the Barnard supplement. Application forms may be obtained by contacting the Office of Admissions or visiting our web site at www.barnard.edu/admiss. Students may also obtain copies of the Common Application from their high schools or via the web. Applicants should ordinarily be at least 15 years of age at entrance.

A non-refundable fee of \$45 must accompany each application. Checks or money orders must be in U.S. funds drawn on a U.S. bank and made payable to Barnard College. Students with significant financial hardship should request a fee-waiver from their high school counselor on school letterhead and submit it with the application.

Secondary School Preparation

Each candidate for admission must offer a college preparatory program from an accredited secondary school or an equivalent education representing a four-year course of study. Academic preparation for admission should be based on the requirements for the A.B., or liberal arts, degree. A recommended program would comprise four years of work in English; three or more years in mathematics; three or more years in a foreign language (ancient or modern); three or more years in science with laboratory; and three years or more in history. An introduction to a second foreign language is generally useful. The remainder of the program should include additional work in the aforementioned subjects with the possible addition of music and art. Applications varying from this pattern are considered without discrimination if the candidate's records indicate genuine intellectual ability and high motivation.

First-Year Entrance Tests

Barnard requires all candidates to take the College Board's SAT I Reasoning and two SAT II Subject Tests. The ACT can be substituted for the SAT I and SAT II Subject Tests. We recommend that students take these standardized tests by the fall of their senior year. Candidates should contact the College Board or the American College Testing Program for the Bulletin of Information containing descriptions of the tests, directions for filing applications, the dates on which examinations are administered, and a list of examination centers as early as possible. Dates vary from year to year, and applications to take the test must be received by the College Board and ACT well in advance. Students who require

non-standard administration of the tests should consult with their guidance counselors for testing accommodations.

It is the student's responsibility to direct the College Board or American College Testing Program to send official test scores to the Office of Admissions. The SAT tests code number for Barnard is 2038. The ACT code number for Barnard is 2718.

Another important part of the application is the submission of three recommendations, one from the high school counselor and two from academic teachers. Students should submit teacher recommendations from 11th or 12th grades in English, Math, Science, Social Sciences, or foreign language courses. These recommendations give the Committee on Admissions additional information about the candidate's interests, character, skills, and aptitude.

Interviews

Although not required, an interview is recommended. For students who are able to visit the campus, an interview can be arranged by contacting the Office of Admissions. Appointments are scheduled Monday through Friday from 9:30 A.M. to 12:00 P.M. and from 1:00 to 4:00 P.M., and on selected Saturdays throughout the Fall. Applicants who are unable to visit the College may request an interview with a local Barnard Alumnae Admissions Representative (BAAR) by calling the Office of Admissions or by submitted an on-line request at our website, www.barnard.edu/admiss.

Early Decision

Well-qualified high school seniors who have selected Barnard as their first-choice college may apply under an Early Decision Plan. To be considered under Early Decision, a candidate should submit her application and other required credentials (listed under First-Year Application Procedures) to the Office of Admissions by November 15. She will be notified of the Committee's decision no later than December 15. A student may initiate regular applications to other colleges; she must, however, withdraw all other applications upon admission to Barnard. Notification of financial aid for those candidates who have demonstrated financial need will follow the admissions decision. To reserve a place in the first-year class, an Early Decision student must submit a non-refundable enrollment deposit. This deposit is applied toward tuition and fees for the first year.

Candidates admitted under the Early Decision Plan are obligated to attend Barnard and will not be allowed to defer their admission. The Committee on Admissions may choose to postpone a decision on an Early Decision application until the spring. In that event, the student is asked to submit a record of schoolwork from the first half of the senior year.

Centennial Scholars Program

The Centennial Scholars Program offers a limited number of intellectually independent students an early opportunity to engage in challenging projects tailored to their individual interests. Centennial Scholars work with faculty mentors on the development, execution, and presentation of these projects.

The program is limited to 15 students in any single class, approximately half to be chosen at the time of their admission to college. The remaining Scholars are selected later, from the first year class. Admission of a future first-year student to the program is based on the Centennial Scholar Committee's review of her Barnard application, including her secondary school record, recommendations from her counselors and teachers, her personal statement, standardized test scores, and evidence of advanced preparation. Consideration of an enrolled first-year requires i) submission of a project proposal, ii) a faculty recom-

mendation letter, iii) a writing sample, iv) an interview with the Program Directors. This process occurs annually following the midterm break of spring semester.

For further information about the Centennial Scholars Program, see page 44.

Deferred Enrollment

An admitted first-year or transfer student who wishes to defer enrollment in Barnard for one year must obtain permission by writing to the Dean of Admissions explaining the reasons for the deferral request. Such a request is normally granted for purposes of work, travel, or pursuit of a special interest. Students admitted under the Early Decision Plan and students admitted from the waiting list cannot defer their admission.

International Students

Barnard welcomes applications from international students following the same application procedure and presenting the same credentials as domestic candidates. Fluency in the English language is essential for admission. Those international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL); international applicants who have lived in the United States for less than four years must also submit scores for the TOEFL). Information about registration for the test is obtained by contacting the TOEFL Program at the Educational Testing Service.

Transfer Students

Barnard welcomes transfer students in the fall and spring term of each year. Applications for admission will be reviewed according to the following schedule:

Deadline	Notification	Enroll
April 1	rolling	Fall
November 1	December 1	Spring

Each candidate must submit an application and the following credentials: an official secondary school transcript, the results of the SAT I or ACT, and, if appropriate, TOEFL, the official transcripts of all college work, and a copy of the college catalogue in which the courses taken are clearly marked. Three recommendations are also required: one each from the high school counselor, a college faculty member, and a college dean or adviser.

A strong record at an accredited college, university, or equivalent institution is required. In some cases, advanced credit cannot be assigned until a student has had an opportunity to establish a satisfactory record at Barnard, but, in general, credit is given for courses which are similar in content and depth to Barnard courses.

After acceptance, academic and general guidance is provided by the Advisers to Transfer Students in the Office of the Dean of Studies. For information on financial aid, students should consult page 25.

Visiting Students

Undergraduate students who are degree candidates at other colleges may apply for admission as visiting students for one or two semesters. In addition to the traditional visiting student program offered in the fall semester, Barnard offers a unique program during the spring semester. In our “Spring in New York” program, students combine the opportunity to study at Barnard with guided cultural and career opportunities.

Readmission (see page 55, Withdrawal and Readmission).

Resumed Education Program

Former Barnard students who wish to return to the College after an absence of five years or more may obtain applications from Dean Aaron Schneider in the Office of the Dean of Studies. The Resumed Education Program allows students to complete the A.B. degree or pursue further study in new areas of interest after graduation.

Admission with Advanced Placement

Credit for advanced work completed in secondary school is determined on the basis of Advanced Placement (AP) scores and by the policy of the Barnard department concerned. Departmental policies are outlined below. As much as a year of degree credit (normally 30 points) may be granted.

Department	AP Score	Credit	Requirement Status
Art History	4 or 5	3 pts.	Exemption from AHIS BC 1001
Biological Sciences	4 or 5	3 pts.	Exemption from BIOL BC 1001 (4.5 pts. with review of lab notes)
Chemistry*	4 or 5	3 pts.	Exemption from CHEM BC 1002
Computer Science*	4 or 5	3 pts.	Exemption from COMS W 1004
Economics (Macroeconomics)	4 or 5	3 pts.	Exemption from ECON BC 1001
Economics (Microeconomics)	4 or 5	3 pts.	Exemption from ECON BC 1002 or ECON W 1105 only by passing department placement exam
English	4 or 5	3 pts.	
Environmental Science	4 or 5	3 pts.	Exemption from BC1001 lecture only (equivalent to exemption of one semester of the lecture portion of the science requirement). Previous laboratory experi- ence must be reviewed by the department and, if approved, allows 1.5 credits and exemption from one semester of lab sci- ence requirement.
Languages	5	6 pts.	Exemption
	4	3 pts.	Exemption
History	5	6 pts.	
	4	3 pts.	
Human Geography	4 or 5	3 pts.	
Mathematics*			
Calculus AB	4 or 5	3 pts.	Exemption from Calculus I
Calculus BC	4	3 pts.	Exemption from Calculus I
<i>A student may not receive both AP credit and credit for Calculus I.</i>			
Calculus BC	5	4 pts.	(6 pts. upon completion of Calculus III or Honors Math III with C or better) Exemption from Calculus I and II. Also eligible for Honors Math III.
Music	4 or 5	3 pts.	
Physics*	4 or 5	3 pts.	(4 pts. with review of lab notes) Exemption from one term of two-term physics sequence. Maximum 3–4 pts., even with scores on more than one exam.

Political Science

U.S. Govt.	5	3 pts.	Exemption from POLS BC 1001
Comparative	5	3 pts.	Exemption from POLS V 1501
Psychology	4 or 5	3 pts.	Exemption from PSYC BC 1001
Statistics*	5	3 pts.	Exemption from STAT W 1111

No credit will be granted for a college course equivalent to the AP course for which AP credit has been awarded.

*A score of 4 or 5 in subjects identified by an asterisk satisfies the Quantitative and Deductive Reasoning requirement.

International Credit Policies

International Baccalaureate

At the present time, the equivalent of up to one year of Barnard credit (30 points) is granted for the International Baccalaureate diploma. Students who do not have the diploma will receive 6 Barnard credits for each Higher Level examination score of 5 or higher.

Examinations and individual courses for the Baccalaureate cannot ordinarily be used to satisfy Barnard’s general education requirements. (Exception: Students with International Baccalaureate scores of 5 or higher in Higher Level Chemistry, Mathematics, or Physics have satisfied the Quantitative and Deductive Reasoning requirement. Students with I.B. Higher Level scores of 5 or higher in Biology have satisfied one semester of the laboratory science requirement. Students with I.B Higher Level scores of 5 or higher in Chemistry are exempt from two semesters of lecture toward the laboratory science requirement. Students may not satisfy two requirements with one exam score.)

French Baccalaureate

At the present time, the equivalent of one year of Barnard credit (30 points) is granted for the French Baccalaureate diploma.

Examinations and individual courses for the Baccalaureate cannot ordinarily be used to satisfy Barnard’s general education requirements. (Exception: Students with a French Baccalaureate diploma in math or science have satisfied the Quantitative and Deductive Reasoning requirement.)

British Advanced Level Examination

Each A-level or A2-level grade is individually evaluated. At the present time, no credit is given for AS-level grades. No credit is given for O-level grades.

German Abitur

At the present time, the equivalent of one year of Barnard credit (30 points) is granted for the German Abitur.

Language

Students who attend high school where the native language of instruction is not English have satisfied the language general education requirement.

NOTE: Any exam that is taken as a requirement of graduation in high school will not be considered for Barnard credit.

Other Degree Credit

Students who have satisfactorily completed college courses before entering Barnard as first-year students may apply for a maximum of 15 points of degree credit. The courses must be intended primarily for college students and taught at the college by members of its faculty and must be in excess of the courses required for the high school diploma. With the exception of the aforementioned Advanced Placement courses overseen by the College Board, courses taught in a high school, either by specially trained high school teachers or by college instructors, will not be credited toward the Barnard degree.

FINANCIAL INFORMATION

The costs of education at Barnard are met by tuition, income from endowment, current gifts from alumnae and other friends of the College, and grants from foundations, corporations, and government agencies. The College makes every effort to limit charges to students, but must reserve the right to set tuition and fees at the level necessary for the maintenance of a high quality of instruction.

Schedule of Annual Tuition and Fees

The following tuition and fees are required from all students for the Academic Year 2005–06 and are subject to change without prior notice.

Tuition:

Full-time program (12+ points)	\$29,364
Part-time program (1–11 1/2 points) \$980 (per point)	
Program for Resumed Education. Tuition is assessed on the basis of a schedule available from the director of the program in the Office of the Dean of Studies.	
Comprehensive Fee	\$1,312
(includes Student Health Service Charges, Class plus Computer Fees, Student Government Charges, and access to the facilities at the Dodge Physical Fitness Center and Lerner Hall at Columbia University)	

The following fees are required from all students occupying college housing facilities for the Academic Year 2005–06.

Residence charges

Brooks, Hewitt, Reid, and Sulzberger Hall ring floors (board is required—see below)	
All college housing	
Single occupancy	\$7,590
Multiple occupancy	\$6,764

Board charges—Required of all those residing on floors 2–8 in the Quad (Brooks, Hewitt, Reid, and Sulzberger Halls).

Board Charges—Regular			Full Year
*Unlimited	Meals per Term Plus	25 Points	\$4,362
*225	Meals per Term Plus	200 Points	4,152
*150	Meals per Term Plus	300 Points	4,152
*100	Meals per Term Plus	450 Points	4,152
75	Meals per Term Plus	250 Points	3,694

*First-year students in Barnard housing are required to choose one of these plans.

Kosher meal plans are also available for an additional charge.

A \$50.00 fee will be assessed for a drop or change of meal plan. A drop or change of a meal plan will not be accepted after the second Friday of each semester. Charges will be prorated during this period.

Other fees—Required if applicable:

Readmission application fee	\$100
Registration in absentia (per semester)	600
(per year)	1,000
Registration in absentia at Columbia (per semester)	25
Physical education—part-time students (per course)	980
Orientation fee—all first-year and transfers entering in the	
Autumn term	275
Spring term	120

Deposits

To obtain a place on the College roster for the ensuing academic year, each student who is currently enrolled must pay a non-refundable tuition deposit of \$200 on or before May 1. An applicant for admission must pay a \$400 non-refundable deposit upon acceptance of the offer of admission to Barnard College.

Deferred Payment Plan

For students and parents desiring to pay education costs in monthly payments, an outside payment plan is available. Information may be obtained from Tuition Management Systems (TMS) at 1-800-722-4867 or www.afford.com.

Credit Card Payments

The College does not directly accept credit cards for student account payments. However, to permit you a choice of payment options, an outside servicer, Tuition Management Systems (TMS), accepts cards on Barnard's behalf. TMS charges a non-refundable convenience fee to the card owner based on the amount of the card payment. The fee is for the use of the service and retained in full by the vendor. Further information on the "Pay in Full" program is available from TMS at www.afford.com or 1-888-463-6994.

Adjustment of Tuition for Changing Program of Study

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be credited the excess only if the change in her program is made by the last day of program filing in each term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

Liability and Credit for Withdrawal

By registering for classes or completing a housing or meal plan application, a student incurs a legal obligation to pay tuition, fees, room, and board.

If a student withdraws prior to the start of the semester and incurs no charges, her tuition deposit is forfeited. If the student has incurred charges, the deposit is applied to those charges.

If a student withdraws during the semester, her charges will be prorated if she has been enrolled for less than or equal to 60% of the term, and she completes the necessary forms with the Offices of the Dean of Studies, Housing, and Bursar. If a student has been enrolled for more than 60% of the term, she is not eligible for a reduction in tuition or fees. Room and board charges will be prorated based on the official date of withdrawal from those contracts by filing appropriate cancellation forms with the Offices of Housing and Bursar respectively. However, in the event of withdrawal from housing while still enrolled in the College, a student forfeits 80% of housing charges during the first two weeks of classes. Thereafter, the entire amount for the semester is forfeited.

The refund formula measures the actual number of days enrolled during the semester. It is determined by dividing the number of days enrolled by the number of calendar days in the semester including weekends and holidays and excluding spring break. For example, if there are 107 calendar days in a semester and a student withdraws on the 50th day of the semester, her charges and financial aid will be prorated to reflect that she's been enrolled for 46.7% of the semester (50 divided by 107).

If a student is a recipient of Federal Title IV financial aid, refunds to those programs are required by federal law to be the first priority and must be returned in the following

order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal SEOG.

A student is not eligible for a refund until all Federal Title IV programs and other scholarships are reimbursed as required and all outstanding balances with the College have been cleared. To receive a refund, the student must complete a Student Refund Request at the Office of the Bursar or on the bursar homepage on the web at

www.barnard.edu/bursar.

The following items are not subject to the refund policy:

- Lab, course, or computer fees
- Medical insurance
- Orientation fees
- Late fees (payment, program filing, registration, change of program)
- Deferred payment fees
- Returned check fees
- Dormitory fines
- Finance charges

Safekeeping of Students' Funds

Barnard College is not able to receive funds from students for safekeeping or to cash personal checks or traveler's checks. To cover immediate expenses, a student should have an ATM card or postal money orders. An ATM is located on campus. The Columbia University Station of the U.S. Post Office will cash postal money orders upon presentation of a validated ID card. Validated Barnard College ID cards are issued after students register and pay at the beginning of each term.

Financial Aid

Insofar as possible, Barnard assists qualified students who demonstrate financial need. Barnard does not discriminate against applicants for financial aid on the basis of race, color, creed, national origin, or disability.

Financial aid from the College consists of grants, loans, and opportunities for part-time employment. In addition to providing financial aid from its own funds, i.e., gifts, endowment, and general income, Barnard participates in the following federal programs: the Federal Pell Grant Program, the Federal Supplemental Educational Opportunity Grant Program, the Federal Perkins Loan Program, the Federal Family Education Loan Program, and the Federal College Work Study Program. Barnard also participates in the New York State Higher Education Opportunity Program (HEOP). Federal and state funds are administered by the College in accordance with government regulations and the College's general policies relating to financial aid. To supplement the above-mentioned financial aid sources, students are urged to investigate state loan and scholarship/tuition assistance programs and college tuition financing plans. The Controller's Office has additional information and applications for payment plans.

Any student who thinks she will need financial assistance in order to attend Barnard is encouraged to apply for aid. The decision of the Committee on Admissions to admit a student is not affected by the fact that a student has applied for or demonstrated need for financial aid.

A detailed explanation of current College policies and awarding practices may be found in the brochure, *Barnard College Financial Aid Policies and Procedures*, available from the Office of Financial Aid.

ACADEMIC INFORMATION

Academic advising is coordinated by the Office of the Dean of Studies (105 Milbank), which oversees the assignment of an adviser to each entering student. Although responsibility for the fulfillment of degree requirements (see pages 31-42) rests with the student, her academic adviser is prepared to help her match her program of courses to her individual goals and priorities, to acquaint her with the full range of academic resources available at the College and the University, and to respond to her questions about the curriculum and academic policies and procedures. Also available for assistance are her Class Dean, the entire staff of the Dean of Studies Office, and the members of the Barnard Faculty.

Class Deans and Advisers

Prior to her matriculation, each entering first-year student will receive a program form and the program guide from the First-Year Class Dean. The student selects courses for the autumn term and returns the completed program form to the Class Dean who, insofar as possible, schedules classes accordingly. Class schedules and registration materials are distributed when students arrive on campus in September. The Class Dean also assists the Dean of Studies in coordinating the academic advising of first-year students, participates in planning first-year orientation with a committee of upperclass students, faculty members, and administrators, and oversees other special programs for first-year students.

Assistance in planning courses of study is given to first-year students and sophomores by their academic advisers with whom students are expected to schedule appointments for individual advising throughout the year. Group meetings with department chairs and other professors are arranged periodically to facilitate the selection of majors.

In the second semester of her sophomore year, each student chooses her major field in consultation with her Class Dean, her adviser, the academic department, and the Director of Career Development. From then on, her major adviser guides advanced study for the undergraduate degree and is the principal source of information on preparation for graduate school. Also available to her for general academic guidance is her Class Dean.

Students are responsible for completing all degree requirements and are aided in doing so by the degree audit program on the Barnard web site. In addition, the Registrar reviews each senior record and advises on graduation status. A senior handbook describes College policy on honors, application procedures for graduate or professional study, and deadlines for major examinations, GRE, LSAT, MCAT, and fellowship applications. The Senior Class Dean and the Coordinator for Commencement oversee the planning for commencement with the help of class officers and the Commencement Committee.

Transfer Advisers

Incoming transfer students are assisted by the transfer advisers in planning their courses of study and designating a major field. Group meetings are scheduled in the summer and during orientation, and individual appointments may be arranged throughout the academic year. Transfer students who enter with junior class standing are guided by both transfer and major advisers during their first Barnard semester.

International Student Adviser

The designated dean within the Office of the Dean of Studies is available to meet with international students regarding issues that arise from their international student status. Group meetings are scheduled during orientation and throughout the year to give international students the opportunity to become familiar with one another, the College, and life in the United States. The *International Student Handbook* is also available in the Office of the Dean of Studies.

Visiting Students

Students who enroll for classes at Barnard as visitors who will graduate from another college must have approval from the degree-granting school for coursework to be completed at Barnard. Program filing and registration are guided by designated transfer advisers.

Study Leaves

Students who wish to study abroad for credit toward the Barnard degree are urged to discuss their plans and to apply for approval from the designated dean in the Office of the Dean of Studies early in the year prior to the period of enrollment at the other institution. Information is available on the Web and in 105 Milbank.

Pre-Professional Advising

Students who are interested in post-baccalaureate professional training may consult the appropriate pre-professional dean in the Office of the Dean of Studies for help with programming, selection of schools, and submission of application materials. A student who plans to enter one of the health professions should seek advice in her first or second college year in order to discuss requirements. Consultation with the pre-professional advisers in the junior year is recommended for any student interested in law, social work, or business. The pre-professional assistant maintains recommendation files and forwards materials required for applications. (See page 45)

Graduate School Advising

Students interested in advanced study in the liberal arts and sciences or the performing arts may consult faculty members in appropriate departments and the Senior Class Dean. A student who plans to apply to graduate school should, in her senior year, establish a file with the assistant for graduate school recommendations in the Office of the Dean of Studies.

STUDENT SERVICES

Office of Career Development

The Office of Career Development helps students and alumnae explore, define, and implement career plans. To provide this service the Office has developed programs enabling Barnard women to gain work experience and to become informed about different career opportunities. Both students and alumnae are seen for individual career counseling, and panels and group workshops are given on careers and related concerns. A newsletter informs students about career programs, workshops, internships, entrepreneurship, and special opportunities. The office houses the NYC Civic Engagement Program, a collaborative venture among faculty, students, and OCD.

The Career Development web site www.barnard.edu/ocd has interactive capability, describes all of the OCD programs, provides fact sheets, lists internships, and enables students both to register their career interests and to sign up for workshops online.

The Career Development Internship Program provides semester and summer offerings useful for students to clarify their vocational interests through valuable and often professional-level experience. Entrepreneurial knowledge is supported through the Trust Entrepreneurial Internship Program which provides internship funding, workshops on building entrepreneurial skills and a business plan competition.

To aid students and alumnae in exploring career areas, the Office also maintains an Alumnae Network Database, which lists graduates who are available to discuss their fields; a library of vocational materials; and a collection of graduate school catalogues. Workshops on specific concerns, such as résumé writing and interviewing skills, are conducted when the College is in session. A mini-course and residence hall sessions through the Office's Financial Fluency Program prepare students to manage their finances well from their first year to after graduation. Students and alumnae may establish permanent recommendation files in the Office for future employment.

The Office of Career Development, which is open twelve months a year, has contacts with many potential employers. Students use part-time and temporary job listings for both on- and off-campus jobs, and the Federal Work Study Program is also administered by this Office. Full-time jobs may be viewed on the Internet; access for off-campus viewing is by password obtained through the Office. Seniors are interviewed on campus by corporate and large non-profit organizations offering entry-level professional opportunities through the Senior Employment Program. An annual not-for-profit career fair is held each spring to connect students with many employers and internship sponsors in that sector. Business suits for interviews and professional meetings can be borrowed from the Offices' Suitable Suit Program.

The Office advises three student-run agencies—the Barnard Babysitting Service, the Barnard Bartending and Party Help Service, and the Barnard Store. These agencies provide excellent managerial experience and create jobs for many students.

Disability Services

In 1978, Barnard established a program to provide services for students with disabilities that enhances their educational, pre-professional, and personal development. The Office of Disability Services (ODS) serves students with mobility, visual, and hearing impairments, as well as students with hidden disabilities, such as learning disabilities and ADD/ADHD, chronic medical conditions, psychiatric disabilities, and substance abuse/recovery. ODS works with other administrators and members of the faculty to assist students with disabilities in participating in college activities, securing financial aid,

scheduling classes and examinations, and planning careers. Mobility aides, readers, note-takers, and other volunteer/paid aides are available through the ODS Accommodative Aide Program. Publications include the ODS manual, “Forms/Policies/Tipsheets” (updated annually), and several services brochures, “What ODS Can Do For You,” “Assisting Students with Temporary Disabilities,” “Survival Tools for LD Students,” and “A Parent Guide to ODS.” The 504/ADA Access Committee works to reduce architectural, programmatic, and attitudinal barriers at the College; the BAID Network (Barnard Alumnae Involved with Disabilities) provides students with access to disabled alumnae in a broad range of careers.

The buildings on the contiguous campus interconnect and are wheelchair accessible. Maps of the campus showing special features and access routes are available at ODS, as are access maps for both Columbia University and Teachers College. ODS maintains a comprehensive web page at www.barnard.edu/ods, which includes a monthly newsletter, notices of programs and events, and a special link to university access updates.

Student Health Services

Student Health Services provides primary health care, gynecological/women’s health services, and specialist referrals for all registered Barnard students. It also supports the Well-Woman peer education and outreach program, meditation-based stress reduction training, and other activities related to a variety of women’s health and wellness issues. The clinical staff consists of full-time and part-time physicians, physician assistants, nurse practitioners, and nurses experienced in college health and women’s health care practice. We collaborate with major New York medical teaching centers to provide advanced clinical training in college health to Adolescent Medicine fellows.

Health Services at Barnard are available to all Barnard students and are covered by the Comprehensive Fee. Entering students must submit medical history and physical forms, which become the basis of the medical chart. There is no per visit charge and visits are unlimited. Barnard Student Health Services closes during college vacations and holidays. During this time, Barnard students may use the Columbia University Health Services. At all times that the college is in session, there is a clinician on call nights, weekends, and whenever the Health Service is closed, for after hours emergencies. Barnard Student Insurance Plan provides payment towards the cost of treatment of a medical emergency in an outpatient facility when authorized by the clinician on call.

All Barnard students who have paid the Comprehensive Fee are covered by the Basic Accident and Sickness Plan benefits of the Barnard Student Insurance Plan for the semester(s) they are registered. The insurance plan provides benefits toward the cost of the following services when ordered by a Barnard staff clinician: (1) hospitalization or emergency room visits for illness or accident; (2) laboratory tests and X-rays; (3) consultations. This basic coverage (\$5000 per illness or accident) is designed to supplement family coverage and pays after any family benefits. The following services are not covered: (1) home visits; (2) ongoing treatment by outside clinicians; (3) prescriptions; (4) dental care (except for treatment of injury to sound, natural teeth). Low-cost, optional, supplemental insurance is available and strongly encouraged for those students not covered by family benefits, or who have an HMO outside New York City.

For additional information about services, insurance and general health information, students are encouraged to visit the Health Services website at www.barnard.edu/health. Copies of the Barnard Health Services Handbook and the brochure describing the Barnard Student Insurance Plan are available either from the website or in the Health Services Office.

Counseling Services

The Rosemary Furman Counseling Center provides short-term individual counseling, group counseling, medication evaluations, referral services, and crisis intervention services for all registered Barnard students. Psychologists, psychiatrists, and social workers, along with advanced trainees in these fields, staff the center. Counselors meet with students to address personal concerns that may be large or small, and adhere to a strict confidentiality policy. Counseling staff are on call for evening and weekend emergencies when the College is in session, and also during winter and spring break. Finally, the Counseling staff provides consultation and outreach services to the Barnard community, including programs, workshops, and other events.

Resident Assistants

As part of the student support network, upperclass students in each residence hall are designated as **Resident Assistants** to be a campus resource for resident students, to provide liaison with and referrals to other services, and to aid in residential programming.

Services for Commuters

The College Activities Office supports the cultural, educational, and social programs designed to enrich commuter life. The Skip Stop Commuter Student Organization sponsors events and services for all commuter students. The McIntosh Student Center is home to the Commuter Lounge and the office for Skip Stop. Additionally, the Office of Residential Life provides information on off-campus living.

Recommendations

Students may establish recommendation files for employment in the Office of Career Development and for graduate and professional study with the recommendations assistants in the Office of the Dean of Studies. For procedures and policy, the appropriate office should be consulted.

Student Records and Information

The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) stipulates that students may have access to their official files and that no transcripts may be issued without their written request. A further explanation may be found in the *College Calendar and Student Handbook*.

Also in accordance with the Buckley Amendment, Barnard has the right to make public, at its discretion and without prior authorization from the student, the following information: name, class, home or college address and telephone number; e-mail address; major field; date and place of birth; dates of attendance at Barnard; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees; honors and awards received; and previous school most recently attended. The law also gives students the right to place limitations on the release of this information. A student who wishes to do so must file a special form with the Registrar, 107 Milbank, each year by September 15. In practice, the College does not indiscriminately release information about individual students.

Crime Statistics

In compliance with New York State Education Law Article 129-A, crime statistics for the Barnard College campus for the last three calendar years are filed annually with the United States Department of Education and are available for review on their website at: <http://www.ope.ed.gov/security> and on the Barnard College website at: <http://www.barnard.edu/services/ss.html>. In addition, the Advisory Committee on Campus Security will provide upon request all campus crime statistics as reported to the United States Department of Education. Requests can be made by contacting the Director of Safety and Security at 854-3362.

THE CURRICULUM

Requirements for the A.B. Degree for All Students Matriculating in Autumn 2000 and Thereafter

Requirements for the Liberal Arts Degree

Barnard's motto, *Following the Way of Reason* (*Hepomene toi logismoi*), signals the College's continuing commitment to the intellectual breadth and analytical depth of the liberal arts tradition. Since the College's founding in 1889, a Barnard education has been characterized by its distinctive combination of elements: a rigorous, broadly based framework of general education requirements; a focused inquiry into major subjects; and a range of electives. Together these elements allow for substantial personal choice. The exact structure of College requirements has varied over the past century in response to changes in society, education, and student needs. Today, degree candidates complete two first-year foundation courses, general education courses organized around different "ways of knowing," a major, and electives, totaling 122 points (120 points for students entering before Autumn 2003). They also fulfill a physical education requirement reflecting the College's view that physical well-being is an essential part of a healthy and productive life. (Of the 122 required points, 2 must be for PE. Transfer students who have entered with 24 points of credit need 121 points, of which 1 is for PE.)

The Barnard Education

A Barnard education seeks to provide women with the tools and techniques needed to think critically and act effectively in the world today. It fosters a respect for learning, an aptitude for analysis, and a competence in the demanding disciplines of the liberal arts and sciences. By virtue of its special mission and location, Barnard strives to give its students insight into interconnected worlds of knowledge and experience.

The Barnard curriculum enables students to develop strength in language and literature, in social and historical analysis, in mathematics and the natural sciences, in the arts and the humanities—ways of knowing that incorporate but also transcend traditional academic disciplines. Built around major methods for apprehending the world and organizing knowledge, the College's basic requirements are designed to equip students to respond both critically and creatively to a rapidly changing world. Barnard students learn to employ a variety of analytical methods in order to engage new complexities of social evolution and scientific knowledge. The College dedicates itself to imparting to every student self-renewing intellectual resourcefulness, the mark of a liberal arts education.

The College faculty encourages each student to elect courses in a manner that ensures exposure to distinct forms and traditions of knowledge, and to the human experience as lived in various parts of the world. Each student is encouraged to make selections that develop connections among the elements of the curriculum, that promote understanding of global issues, and that acknowledge both the diversity and the commonality of human endeavors in civilizations around the world and through time.

As a college for women, Barnard embraces its responsibility to address issues of gender in all their complexity and urgency, and is committed to an integrated curriculum that recognizes the importance of gender in all forms of human endeavor. The College encourages students to profit from the exceptional and varied opportunities to explore women's histories, challenges, and achievements. Courses explicitly on women and gender are offered by the Department of Women's Studies and by many other departments and programs; students also find gender-related matters incorporated into a wide range of additional courses across the academic disciplines.

Barnard also encourages students to take full advantage of the world city of New York—its international character and economic power; its prominence in science, medicine, and the arts; its cultural abundance; its diverse neighborhoods and peoples; its architectural richness. In their studies, their work, and their personal lives, Barnard students can avail themselves of the city's unparalleled resources. As an extended campus, New York serves not only as a multidisciplinary research laboratory for coursework and guided field experiences, but also as the site for a vast array of internships and wide-ranging, city-based student activities.

Barnard seeks to ensure that students become aware of, and knowledgeable about, their physical being. Students complete two courses that focus on physical activity, fitness, and well-being. The College also provides additional opportunities for students to exercise and to learn more about fundamental elements of good health and women's health issues.

First-Year Foundations

Two courses are required of all first-year students to ensure that their skills in reading, writing, and speaking continue to develop in ways that will support their learning throughout their years at Barnard. First-Year Foundation courses are deliberately kept small; they focus on individual participation and on methods of research, analysis, and revision.

1. First-Year English

All first-year students take the one-semester writing course ENGL BC 1201 (First-Year English), designed to cultivate and develop prose writing and related tools of scholarship. Every student, whatever her level of attainment, can learn to improve her skills of writing, analysis, and argumentation. Students choose among several clusters that differ in topic. Reading and writing assignments focus on major works of literature supplemented by material from other sources. Some first-years will be required to take ENGL BC 1202, *Studies in Writing*, as a prerequisite to First-Year English.

Transfer students who did not pass a satisfactory course at their previous institution are not required to take ENGL BC 1201, but must take ENGL BC 3103 or BC 3104 or a 3 point literature course from the Barnard English department offerings.

2. First-Year Seminar

First-year students take this one-semester course designed to develop the intellectual skills and styles central to subsequent academic work. This course emphasizes the enhancement of writing and communication skills and the group-discussion mode of intellectual inquiry and discourse.

Seminars center on major themes or issues, and participants read and discuss a limited number of important philosophical, historical, literary, or scientific texts. Students and faculty engage in an extended consideration of a theme of general human concern, one that goes beyond departmental boundaries.

Transfer students are not required to take the First-Year Seminar.

The General Education Requirements

The aim of the General Education Requirements is to ensure that each Barnard graduate confronts and engages in central ways of knowing the world. These ways of knowing—divided into nine key areas, listed on page 33—include, but also bridge, the traditional disciplines of the liberal arts and sciences. Inquiry into these areas establishes the basis for a Barnard education. Each student studies, from analytical, quantitative, and artistic perspectives, the major means by which human knowledge has been constructed.

To allow for flexibility within this framework, a student chooses among the designated courses that fulfill each of the nine requirement areas. She will find some courses that

offer a broad view of a field, exploring issues that help create an educated citizenry; other courses satisfy the purposes of general education by close scrutiny of critical methods and their specific application. Thus, each student will shape her own academic program, deliberately and distinctively, by electing a combination of wide-ranging introductory courses and more specialized upper level courses to fulfill the General Education Requirements. The areas included in the General Education Requirements are:

1. Reason and Value	1 course
2. Social Analysis	1 course
3. Historical Studies	1 course
4. Cultures in Comparison	1 course
5. Laboratory Science	2 courses in one science
6. Quantitative and Deductive Reasoning	1 course
7. Language	study through at least the fourth semester
8. Literature	1 course
9. The Visual and Performing Arts	1 course

Courses used to fulfill these area requirements must be at least 3 points and may also be used to satisfy requirements for majors or minors. Students may not use Advanced Placement Credit to fulfill the area requirements unless specifically noted otherwise.

Designated courses may be listed in more than one area; students are free to choose which area requirement is satisfied, but may not use a single course to fulfill two or more areas. In addition, certain identified course sequences taken together may fulfill more than one area requirement.

A student's choice of specific courses should be influenced by an intent to forge links among topics and ways of knowing, to find common themes across time and form, and to develop an internal coherence within her own set of courses used to fulfill the College's General Education Requirements. A student should also be mindful that her choices of courses can, and should, expand and enrich her understanding of the world at large, of cultural diversity, and of issues of gender.

A list of courses designated for each area is on the Barnard web site www.barnard.edu/academic. The specific aims for each of these area requirements are set forth below:

1. Reason and Value

Requirement: One course that allows students to explore ways in which values shape thought, thought shapes values, and both guide human actions.

Aim: To introduce ways of thinking, both past and present, about the formation of human values, their role in guiding action, and their susceptibility to rational reflection and critical discussion. This requirement allows students to discover how established disciplines in the humanities, social sciences, and natural sciences—as well as newer interdisciplinary fields—approach a wide range of value-related issues. Courses may address such questions as: What does it mean to follow “the way of reason”? What are the sources of human values? How do we arrive at our conceptions of virtue and obligation, and how do such conceptions shape our notions of a good life and a just society? How have questions about values emerged in different traditions at different times? Other possible subjects include the intersecting ethical dilemmas of private and public life, the relation between moral thought and moral action, and issues of human rights, cultural diversity, and global equity.

2. *Social Analysis*

Requirement: One course that acquaints students with the central concepts and methods of the social sciences, while also critically examining social structures and processes, and the roles of groups and individuals within them.

Aim: To introduce various ways of analyzing social structures and processes, and to explore how these institutions and processes both shape and are shaped by group and individual behavior. Courses will focus on a variety of institutions and processes, from the family, to the nation-state, to the international economy. All courses will address fundamental questions such as: How are individual and collective human behavior linked to the cultural, economic, and political context in which they occur? How is power distributed across different groups and among individuals? How do social systems develop and change? How can we come to better understand societal dynamics through a variety of quantitative and qualitative methods?

3. *Historical Studies*

Requirement: One course enabling students to study times and traditions of the past, to learn theories and methods of historical analysis, and to discover how different concepts of history shape our understanding of both past and present.

Aim: To emphasize the importance of historical knowledge for understanding various aspects of human experience and activity, and to develop the skills necessary to conduct or evaluate historical research. Coursework will demonstrate how history is not a simple record of past events, but an interpretation of the past shaped by the theories, methods, and data used to construct it. Among the questions to be raised are: Whose past is remembered? How is it remembered? To serve what purposes?

4. *Cultures in Comparison*

Requirement: One course that compares two or more cultures from the perspectives of the humanities and/or social sciences.

Aim: To study the diversity and the commonality of human experience, and to examine and question personal cultural assumptions and values in relation to others'. Through comparative methods, courses will explore the beliefs, ideologies, and practices of different peoples in different parts of the world, across time, and through migrations. Courses may include comparison of cultures from two or more geographical areas or from two or more cultures within one area, and may approach the subject matter using anthropological, historical, social, and/or humanistic perspectives.

5. *Laboratory Science*

Requirement: Two courses with laboratory in one science chosen from among: astronomy, biology, chemistry, environmental science, physics, or psychology. Acceptable courses must meet for at least three hours of lecture and three hours of laboratory each week.

Aim: To develop intellectual curiosity about the natural world and the processes of scientific experimentation; to convey an understanding of what is known or can be known about the natural world; to introduce basic methods of analyzing and synthesizing the sources of scientific information; and to create scientifically literate citizens who can engage productively in problem solving. Students are expected to master the tools of science and current understanding in one area, and are encouraged to explore the limitations of existing theories and to learn how to ask strategic questions. Laboratory exercises introduce students to techniques of scientific investigation, as they make observations, carry out experimental procedures, and learn how results and analyses are communicated in specific visual, quantitative, and written forms.

Note: Students may fulfill part of this requirement with scores of 4 or 5 on Advanced Placement Examinations in biology, chemistry, environmental science, and physics (or their International Baccalaureate equivalents).

The following courses meet these requirements.

Astronomy	ASTR BC 1753–1754 or ASTR C 1403–1404, both with the lab ASTR C 1903–1904 ASPG C 1234–1235 plus PHYS BC 1091 plus ASTR C 1904
Biology	BC 1001–1002, or BC 2001, 2002, 2003, and 2004
Chemistry	BC 2001 and BC 2002 BC 2001 and BC 3230 with BC 3328 C 1403–C 1404 with C 1500 and one additional laboratory course, e.g., BC 2102, BC 3328, BC 3338, or C3543.
Environmental Science	BC 1001–1002, BC 1001–V 2100, 1011–1012, S1011–1012, or V1001, V 2100, 2200, 2300 (any two) Students may also complete the lab science requirement by combining the Columbia SEE–U summer program with another lecture plus lab approved by the department
Physics	BC 2001, 2002, 3001 (any two); F, V, or W 1201–1202 with 1291–1292; V 1301–1302 with 1391–1392; V 1051–1052; C1001–1002 with BC 1091–1092
Psychology	BC 1105, BC 1108, BC 1113, BC 1117, BC 1123, BC 1127, BC 1136 (The 2 labs must be from different groups: see Psychology Dept. Major Requirements)

6. Quantitative and Deductive Reasoning

Requirement: One course in which students learn methods and approaches used in mathematics and related fields involving quantitative expression and logical reasoning.

Aim: To provide a productive acquaintance with at least one means of quantitative and deductive reasoning and to develop an ability to apply this knowledge to the analysis of new problems. Coursework will emphasize how quantitative analysis and deductive reasoning function as creative, elegant, and powerful ways of thinking and as effective sets of conceptual tools and procedures with widespread applications.

Note: Students may fulfill this requirement by securing Advanced Placement Credit in mathematics, chemistry, computer science, physics, or statistics (or their International Baccalaureate equivalents or equivalent transfer credit).

A student who enrolled before 2000 and who fulfills the Laboratory Science Requirement in chemistry, physics, or astronomy simultaneously satisfies the Quantitative Reasoning Requirement; students who enrolled in Autumn 2000 or later may not use a course for more than one requirement.

Astronomy	BC 1753, V1754, C 1403, C1404 (some sections only)
Biology	BC 3386
Chemistry	BC 1002, BC 2001, C 1403, C 1404
Computer Science	Any course carrying degree credit <i>except</i> W 1001 CU Summer S1021D, S1022Q
Economics	BC 2411

Environmental Science	BC 3025 Hydrology or BC 3017 Environmental Data Analysis
Mathematics	Any course carrying degree credit <i>except</i> W 1003 College Algebra
Philosophy	F 1401, V 3411
Physics	Any course carrying degree credit
Political Science	BC 3345
Psychology	BC 1101
Sociology	BC 3211, V 3212
Statistics	Any course carrying degree credit
Urban Studies	URBS BC 3200 GIS Methods and Case Studies

7. *Language*

Requirement: Competence in one ancient or modern language other than English, demonstrated by completion of, minimally, the fourth sequential semester of college-level study, and preferably, a more advanced course with greater emphasis on literary and cultural traditions. (In Latin, both V1201 and V1202 or their equivalents must be completed)

Aim: To provide basic linguistic competence in at least one language other than English, in order to familiarize students with the language, literature, and culture of at least one non-English speaking people. Students are encouraged to develop their language skills to a level that permits them to live and function in another country; to enable them to conduct research, whatever their field; and to prepare them to work effectively in an increasingly global and multicultural society. In becoming familiar with the form and structure of another language, students consider how languages function as tools for communication. Students are encouraged to apply their language skills in courses that fulfill other general education requirement areas.

Exceptions:

1. Completion of Spanish BC 1208x for Spanish-speaking students (taken only with the instructor's permission) will qualify on recommendation of the instructor.
2. Enrolled students who complete the third or fourth semester of French outside the Barnard or Columbia department must take a departmental examination to qualify for fulfillment.

Exemptions:

1. Re-centered CEEB SAT II score of 781 or higher; re-centered CEEB SAT II score of 700 or higher in Hebrew only. No exemptions granted for CEEB SAT II scores in Chinese or Japanese.
2. AP score of 4 or 5.
3. Departmental examination.
4. Students with native English who study in a high school where the language of instruction is not English (e.g., French, for alumnae of the Lycée Français).
5. For international students for whom English was not the primary language of instruction in high school, satisfactory completion of English BC 1201 or one satisfactory year at Barnard.

Placement:

1. Re-centered CEEB SAT II score of 680–780, fourth semester; 570–679, third semester; 400–569, second semester; below 400, first semester, for German.
2. Re-centered CEEB SAT II score of 690–780, fourth semester; 570–689, third semester; 420–569, second semester; below 420, first semester, for French and Spanish.
3. For languages other than French, Spanish, and German, placement will be determined by departmentally administered examinations.
4. For transfer students: the course following the level of the last satisfactorily completed semester course; however, formal withdrawal and reenrollment in a more suitable course may be required for students who are judged by the department to be inappropriately placed and in need of additional preparation or review. In such a case, transfer credit for the previous course is rescinded to allow the student to receive credit for the Barnard/Columbia course of equivalent level. Taking the departmental placement exam is recommended.
5. By departmental examination, if there is no CEEB score or previous college transfer work.

Credit:

1. Credit is given for courses satisfactorily completed in residence at Barnard or, in the case of a transfer, at her previous college.
2. No prior assurance of degree credit is given for summer or transfer work in foreign language courses. For work completed at other colleges, credit is granted with departmental approval, or by examination, or on completion of the next level at Barnard.
3. No credit is granted for work equivalent to a level already completed and credited.
4. Although credit for the first semester of an elementary language is not normally granted unless a more advanced course is completed, a student is granted **one** exception maximum to this rule on written request to the Registrar.

8. Literature

Requirement: One course in literature in any language, in the original or in translation; or in comparative literature.

Aim: To develop the skills needed for an informed and aesthetically rewarding reading of literary texts from various times, places, and traditions. Coursework will address the methods and theories by which readers produce meanings and interpretations, and will investigate the pertinence of material such as the authors' biographies or their cultural contexts to literary analysis. Students will study rhetorical strategies employed in literature, becoming more adept at grasping the underlying assumptions and appeal of various forms of discourse.

9. *The Visual and Performing Arts*

Requirement: One course in architecture, art history, studio art, graphic design, dance, music, film, or theatre.

Aim: To build an understanding and appreciation of creative processes and forms of artistic expression. Courses will provide insight into the ways art is used to explore and enrich the world and the human condition. The requirement will enable students to cultivate their skills, to develop an understanding of the ways various arts communicate and are discussed, and to consider works of art in their complex social and historical contexts.

Physical Education and Health

Requirement: Two courses, one course completed by the end of the first year, and another by the end of the junior year. For students entering in and after Autumn 2003, 2 points will be earned for these two courses and no more than 2 points can be earned for Physical Education courses. (Transfer students earn 1 point for PE.)

Aim: To enable students to become aware of, and knowledgeable about, their physical being through participation in fitness and sports activities. Students are encouraged to enroll in additional activity and self-paced exercise courses toward the attainment of life-long well-being.

A Major

Departments and programs establish majors to provide a structured, focused investigation of an academic discipline or area of interdisciplinary study. Often a major will require courses taken in cognate disciplines. Generally, there are three levels of study within each major: introductory survey courses; mid-level courses that cover more specialized subject matter and where attention is paid to the methodologies, including the writing styles and formats, of the discipline; and advanced-level seminars with an emphasis on independent research. The College has a long-standing commitment to preparing students sufficiently in a subject so that they may undertake a semester- or year-long project, usually during the senior year, on a topic related to their major. Students are encouraged to explore internships in their field, thereby acquiring information and experience that complement what is learned through formal study.

All students complete the requirements of an approved major. Majors vary in the number of credits required. For students transferring credit from another college or university, a minimum of six semester courses must be completed while the student is in residence at Barnard. Only courses graded C– or higher will be credited toward the major.

The student registers her chosen major with the Office of the Registrar and with her major department or program, normally in the second term of her sophomore year. The major may be chosen from any listed in the *Barnard Catalogue*. A student may major in two fields by satisfying all the major requirements prescribed by each department, with no overlapping courses. A combined or special major may be designed in consultation with the Class Dean and chairs of the appropriate departments, and with the approval of the Committee on Programs and Academic Standing. Committee approval is not needed for a double major that comprises all the course requirements of two majors with one integrating senior project, but the form designated for such a double major must be filed with the Registrar and the two departments.

Electives

Apart from fulfilling general education requirements and major requirements, the student completes the remainder of the 122-point requirement with elective courses, either within or outside the major department, subject to the approval of the appropriate adviser.

No more than 18 points of studio, performing arts, or professional school courses (including film) may be credited toward the A.B. degree. Of these, a maximum of four arts studio courses may be credited. A maximum of six courses in instrumental instruction may be credited (except for Music majors and minors, who may receive credit for eight, including piano instruction).

One-point dance technique courses taken by non-dance majors for credit are also included in the existing 18-point maximum which may be credited toward the degree. A maximum of six courses in dance technique may be credited; however, a student does not receive academic credit for a dance technique course until she has completed or is currently completing the Physical Education requirement.

Exceptions to this rule are allowed only for courses in the major field or for courses taken in fulfillment of requirements for double and joint degree programs with professional schools of the University. (See page 49.) A maximum of 24 points may be credited for studio or performance courses in the major field. A minimum of 90 points of traditional liberal arts courses is required for the student who majors in such a field; for all other majors, a minimum of 102 points of such courses is required.

Requirements for Transfer Students

A student admitted to Barnard with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar and two semesters of Physical Education. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree at Barnard, a transfer student must be enrolled at Barnard (on Morningside Heights or at Reid Hall or the Berlin Consortium) for at least four full-time regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Exemption from the language requirement may be attained on the basis of College Entrance Examination Board Achievement scores alone or by a combination of those scores and additional college work. Those who do not receive exemption must complete the normal language requirement. (See page 36.) Transfer students are eligible for general honors when both overall and Barnard averages meet the required academic standards.

Transfer Credit

Courses completed at other accredited colleges and universities which are similar in content and depth to Barnard courses may be submitted for transfer credit. Transfer courses are evaluated after a complete transcript is received in the Office of the Registrar. Students are asked to submit catalogues and course descriptions with their requests for transfer credit to the Admissions Office.

Credit for approved work at another institution is applied to Barnard's 122-point (120 points for students entering prior to Autumn 2003; 121 points for transfer students) graduation requirement with a maximum of 16 points per term. Credit cannot be granted for courses with grades lower than C minus. Acceptable transfer work does not usually

include applied or professional courses or more than the equivalent of two Barnard studio courses. The first term of an elementary language course is not normally credited unless or until the second term or a more advanced course has been satisfactorily completed, but a student may request a single exception to this ruling.

Transfer students who entered Barnard in or after Autumn 2003 with fewer than 24 points need 122 points to graduate, and 2 of those points are for PE, either at the previous school or here. Those entering with 24 or more points must complete 121 points for the Barnard degree, and 1 of those points is for PE (1 is both the minimum and the maximum).

Transfer students may apply for credit for previous summer courses under the regulations governing summer study. (See page 46.)

First-year students with a record of prior course work taken as non-matriculants at an accredited college in the United States may request up to 15 points of transfer credit. Such work will be evaluated after the student has completed 12 points at Barnard. Grades for this course work are included in the overall average. (See page 21.)

THE CURRICULUM: PRIOR TO AUTUMN 2000

For students who matriculated as first-year students before Autumn 2000, the degree requires the satisfactory completion of 120 points of academic work and two semesters of physical education. All students must fulfill general education requirements and complete a major.

GENERAL EDUCATION REQUIREMENTS

Students must complete:

First-Year Seminar (see page 32)

First-Year English (see page 32)

Language (see page 36)

Laboratory Science (see page 34–35)

Quantitative Reasoning (see page 35–36)

Physical Education (two semesters, one in the first year and one by the end of the junior year; for students who enter as transfers, one semester by the end of the junior year)

Students must also complete:

Distribution

Part A:

Students must complete four one-semester courses outside the major, two in the Humanities and two in the Social Sciences.

The distribution requirement in the Humanities may be fulfilled by courses in Art History, Philosophy, Religion, Medieval and Renaissance Studies, any literature, the history or literature of music, the history of dance or theatre, or Humanities C1001 or C1002, and by designated courses in Asian and Middle Eastern Cultures, Africana Studies, or Women's Studies.

The distribution requirement in the Social Sciences may be fulfilled by courses in History, American Studies, Anthropology, Economics, Linguistics, Political Science, Sociology, or Contemporary Civilization C1101 or C1102, and by designated courses in Asian and Middle Eastern Cultures, Africana Studies, Urban Studies, or Women's Studies.

Part B:

Students must complete four one-semester courses (transfers must complete three) chosen from the three categories listed below, with no more than two courses from any one category.

I. Comparative Studies of Culture and Society

II. Societies and Cultures of Asia, the Pacific, Africa, or the Middle East

III. Societies and Cultures of Europe or the Americas

Courses taken for Distribution-Part B may also qualify to fulfill Distribution-Part A.

Courses that qualify for the major or minor may also qualify for Distribution-Part B.

Electives (see page 39)

Requirements for Transfer Students

A student admitted to Barnard prior to Autumn 2000 with fewer than 24 points of credit is considered a first-year student and is subject to all requirements for first-year students, including First-Year Seminar, two semesters of Physical Education, and four courses in Distribution-Part B. A student admitted with 24 credits or more is considered a transfer student. To receive the A.B. degree from Barnard, a transfer student must attend Barnard for at least four regular academic terms during which she must complete at least 60 points, including at least six courses in the major field (and three in the minor field, if a minor is elected). Additional major (and minor) courses, as well as general education requirements, may be satisfied by transfer courses. Transfers are eligible for general honors when both overall and Barnard averages meet the required academic standards.

OTHER ACADEMIC OPPORTUNITIES

Minor

The selection of a minor field of study is optional. A minor requires at least five courses (three of which must be qualifying Barnard or Columbia courses) that total a minimum of 15 points, and may be designated by any student having a major after completing a minimum of three courses in the minor field. Requirements depend on the minor chosen (see individual department curriculum statements); courses are selected in consultation with the department chair. Courses for the major and minor may not overlap. Minor courses may be used in satisfaction of general education requirements. To qualify for the minor, a course must be letter-graded A+ to C–.

Writing Fellows Program

The Writing Fellows Program offers exceptional students with strong writing, reading, and communication skills an opportunity to become peer tutors in writing. During their first semester in the program, students take a seminar and practicum in the teaching of writing (see page 192: *The Writer's Process*), usually in the autumn term of their sophomore or junior year. As Writing Fellows, they go on to work in different settings (e.g., The Jong Writing Center, writing-intensive courses across the curriculum) with Barnard undergraduates at all levels and in all disciplines. Writing Fellows receive a stipend and are asked to make a commitment of three semesters to the Program.

Writing-Intensive Courses Across the Disciplines

Students in these courses undertake at least three writing projects, each of which goes through at least two drafts. Writing Fellows read and confer with students on the first drafts of their papers, which students may then revise, handing in both first and second drafts to their instructors, who comment on and grade the revised drafts.

The departments of Anthropology, Architecture, Art History, Asian and Middle Eastern Cultures, Biology, Dance, Economics, Education, English, Environmental Science, French, History, Philosophy, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, Theatre, and Women's Studies have offered writing-intensive courses. Both instructors and students report positive results. Students appreciate the help they get in revising drafts and experience significant gains in their writing skills. Instructors find that the revised papers they receive permit them to focus their comments on course content, rather than on the mechanics of writing.

The Writing Center

In addition to their work in specific courses across the curriculum, Writing Fellows staff The Erica Mann Jong Writing Center (121 Reid Hall). Any Barnard student is welcome to confer on a particular writing project or to discuss some broader aspect of her writing (e.g., how to articulate, organize, and structure thoughts, how to use evidence effectively, how to work on English as a second language). Students confer on chapters of their senior theses, drafts of papers for First-Year English, outlines or ideas for papers in upper-level courses, lab reports, personal statements for admission to law school, etc.

Senior Scholar Program

The Barnard Senior Scholar Program allows a qualified student to undertake a single project for the entire senior year, or for one semester of the senior year (normally the second). The Program is intended for the student who is unusually well prepared in an academic discipline or in one of the performing arts. It offers the special advantages of concentration on one project, designation as Senior Scholar on the permanent transcript, and the amendment of some major requirements. Senior Scholars are allowed credit for no more than 30 points for the project. In the past, Barnard Senior Scholars have gained approval for a wide range of proposals.

A qualified student interested in the Senior Scholar Program should consult the Senior Class Dean in the Office of the Dean of Studies, who is coordinator of the program, in her junior year. Before the beginning of the senior year, the student should have completed all but the major requirements for the A.B. degree. Her written application for the Senior Scholar Program is submitted to the Committee on Honors for approval.

Centennial Scholars Program

The Centennial Scholars Program offers intellectually independent students an early opportunity to engage in challenging projects, tailored to their individual interests, with faculty mentors. The program is limited to 15 students in any single Class. Selection is based on the Centennial Scholars Committee's review of a student's application for admission or on an application made by the student herself during the spring semester of her first year. Students selected for the program will be notified by the Committee.

The Program confers a maximum of 18.5 points of credit toward the degree. In the spring of a Centennial Scholar's sophomore year, she enrolls in CTSC BC 1889, *Working With Ideas*, an interdisciplinary course designed to lay the foundation for the core of the Program, an extended apprenticeship with her mentor(s). Her project may extend over two or three semesters and may include a summer to accommodate travel or other particular needs. The Program culminates in the Centennial Scholars Symposium, devoted to preparing a public presentation of the project. Dinner lectures, outings to museums, performances, and research laboratories, and similar activities, are additional features of the Program.

The Centennial Scholars Program is governed by a committee consisting of:

Elizabeth Castelli, Co-Director, *Associate Professor of Religion*

Tim Halpin-Healy, Co-Director, *Professor of Physics*

Dorothy Denburg, *Dean of the College*

Jennifer Gill Fondiller, *ex-officio, Dean of Admissions*

Hilary Lieberman Link, *First-Year Class Dean*

Higher Education Opportunity Program

The Higher Education Opportunity Program, a support service to meet the needs of New York State undergraduates from backgrounds that are disadvantaged economically and academically, provides counseling, tutoring, and financial assistance. During a summer program, all incoming HEOP students receive instruction in English, mathematics, research, and public-speaking skills. During the academic year, tutoring, workshops, and study groups are available in addition to academic and personal counseling.

Program Planning for Students Interested in Health Professions

The basic premedical and predental requirements are two semesters of introductory biology and two semesters of biology laboratory, all at the 2000 level or higher (BIOL BC 2001, BC 2002, and laboratory BC 2003 and BC 2004); two semesters of general chemistry and one semester of laboratory (CHEM BC 2001, BC 3232); two semesters of organic chemistry and one semester of organic laboratory (CHEM BC 3230, BC 3231, BC 3328); two semesters of physics with accompanying laboratory (PHYS BC 2001, BC 2002 [calculus-based] or V 1201, V 1202, V 1291, and V 1292 [algebra-based]); two semesters of English (fulfilled by First-Year Seminar and First-Year English); and one year of college-level mathematics. Highly recommended courses, required by some schools, are two terms of calculus and one semester of biochemistry (CHEM BC 3282).

Students should become familiar with the most recent edition of *Medical School Admissions Requirements*, an annual publication of the Association of American Medical Colleges.

Pursuing a major in the sciences is not necessary for premedical students, provided they include the aforementioned required courses in their programs. The science requirements should be completed in the year prior to the year of desired entry, at which time students are advised to take the Medical College Admissions Test, normally offered in April. The test is repeated in the early fall for those who wish to retake it or who, for compelling reasons, were unable to take it in the spring.

All students who are interested in the health professions should consult the designated dean in the Office of the Dean of Studies as soon as possible. Applications for the standardized tests and other relevant materials are available in 105 Milbank.

Program Planning for Law School Applicants

There are no specific course requirements for entry to law school and there is no specifically recommended major. Students are encouraged to develop strong skills in writing and in speaking with precision and to take programs that require demanding critical analysis and effective study habits. Information about law schools and the application process can be found in the *Official Guide to U.S. Law Schools*, an annual publication of the Law School Admission Council and the American Bar Association and Barnard's *The Prelaw Handbook*. Copies of the *Handbook* are available in the Office of the Dean of Studies, 105 Milbank, which also maintains a library of current law school catalogues and other relevant information.

Students are encouraged to consult the designated dean in the junior year or earlier. The LSAT should be taken in June or October of the year prior to expected entry to law school; the June test is recommended because it allows for better planning. Registration booklets for the LSAT and for the Law School Data Assembly Service (a required transcript analysis procedure) arrive in March each year and can be picked up in 105 Milbank anytime thereafter.

Program Planning for Students Interested in Other Professions

Curricular planning should be made with an eye to some of the specific requirements in other fields. Familiarity with professional school catalogues in these areas is recommended. Information and printed literature about business, social work, and psychology is available in the Office of the Dean of Studies.

Credit for Summer Study

The granting of course credit for summer courses taken at other accredited institutions (including Columbia) is treated as transfer credit and is subject to some additional regulations. The maximum number of summer points that can be applied toward the degree for course credit is 16, subject to the approval of the Committee on Programs and Academic Standing. Although a student may not receive degree credit for summer courses exceeding this maximum, she may fulfill degree requirements with additional summer courses, subject to the approval of the Committee on Programs and Academic Standing, and in some cases, subject to satisfactory performance on a Barnard placement examination. The full regulations on credit for summer study are available at the Office of the Registrar on the Application for Approval of Summer Session Courses. The student may learn in advance whether the courses she wishes to take in summer school meet the approval of the Committee on Programs and Academic Standing by completing the form and submitting it to the Office of the Registrar well before the end of the spring term. Although the application may also be retroactive, the student places herself at risk of being denied degree credit if she fails to receive prior written approval from the Committee. The student is advised to consult the application for the full regulations, some of which are listed below:

1. No more than eight points may be counted for one five- or six-week summer session.
2. To be eligible for credit, a course normally must meet for at least five weeks and at least 35 hours.
3. Grades for courses taken in summer school must be letter grades of C– or higher; they are not included in the Barnard grade point average, but they will be included in the calculation for Latin honors. These courses and grades will, however, be considered by graduate or professional schools, which normally require the submission of an applicant's transcripts from all the colleges attended.
4. A fee is charged by Barnard to transfer credits from the other institution.
(Please refer to the FINANCIAL INFORMATION section of this catalogue.)

Study Abroad

Several options for study abroad are available to academically qualified Barnard students. The Faculty has set the following guidelines for eligibility. By the time they plan to study abroad, students should:

- a) have 2 years or the equivalent at the college-level of the language of the host country, provided the language is offered at Barnard or Columbia, regardless of the language of instruction, OR have completed 1 year or the equivalent at the college-level (this includes AP test scores, language proficiency exam or courses taken at another college or university) of the language of the host country and enroll in a program with a home stay or have a language intensive at the start of the semester. For students studying the sciences or mathematics abroad, language requirements vary slightly. When the language is not offered at Barnard or Columbia, students should have some knowledge of the language of the host country;
- b) have a plan for completing the general education requirements for the degree;
- c) have no outstanding incompletes;
- d) have a good academic record;
- e) have worked out, in consultation with the major and study abroad advisers, a plan for the completion of all major and college requirements for graduation.

The educational interests of each applicant are of primary concern to the staff of the Dean of Studies in acting on a student's request to study abroad for degree credit.

Interested students should begin the process of applying to study abroad by consulting the dean responsible for study abroad advising in the Office of the Dean of Studies no later than the first semester of the sophomore year. Students must obtain the approval of the study abroad adviser, the class dean, the academic adviser, and the department chairs through which credit is being requested in order to receive the College's permission to study abroad for credit toward the Barnard degree. Students pay Barnard tuition and an off-campus comprehensive fee for the period of study abroad.

Barnard approves programs of study throughout the world. Some programs—in partnership with Barnard—require nomination by the College, e.g., Oxford (St. Peter's and Somerville Colleges).

Barnard students who wish to study for degree credit in Paris may apply to the **Columbia University in Paris** program, which offers a varied and attractive curriculum in French language, literature, culture, art history, political science, history, philosophy, film studies, and women's studies. In addition to the courses offered there, students with sufficient preparation may, through this program, enroll in courses in the French university system in a variety of academic disciplines. To qualify for admission, a student must have completed two years of college French with grades of B or better. It is possible to spend one term or an academic year in Paris. Some participants are French majors, but most are not. The student body comprises undergraduates from Barnard and Columbia, as well as those from other colleges and universities. The program is owned and administered by Columbia University. It is located in the Montparnasse district of Paris, near Luxembourg Gardens. The administrative staff assists students in planning academic programs and in finding housing accommodations. Credit is awarded for no other programs in Paris.

Barnard students who wish to study for degree credit in Germany may apply to the **Berlin Consortium for German Studies** program, based at the Free University of Berlin. This program makes it possible for humanities, science, and social science majors who have completed at least two years of college German or the equivalent to become German university students for an academic year or semester. The program involves full immersion into the German language, enrollment directly into courses shared with German students, access to university libraries and student housing, internship opportunities during vacation periods, and maximum exposure to contemporary German cultural and political life. The program is administered by Columbia University, and both a full-time academic director and resident director located at Free University assist students in planning academic programs.

Bulletins and applications for Columbia University in Paris and the Berlin Consortium are available in 203 Lewisohn Hall and in 105 Milbank. Interested students should consult the dean responsible for study abroad advising in the Office of the Dean of Studies to discuss their plans and to have the dean review and approve their applications.

Barnard also offers the opportunity for study in Japan at the **Kyoto Center for Japanese Studies** through its participation with Columbia in a consortium organized by Stanford University, as well as directly through other universities.

In addition to the programs that Barnard oversees with Columbia, study through the programs of many other U.S. colleges and universities has been approved for Barnard credit. Please visit the Study Abroad web site at www.barnard.edu/dos/study_abroad, which includes a list of all approved programs.

Course credit for courses taken at institutions abroad other than the Barnard-Columbia programs in Paris and Berlin is generally treated as transfer credit. (See page 39.)

Domestic Study Programs

Barnard participates in an exchange program with Spelman College, a historically Black college for women in Atlanta, Georgia. Barnard students in the program may register for classes at any of the institutions within the Atlanta University Center: Clark Atlanta University, Morehouse College, Morehouse School of Medicine, the Interdenominational Theological Center, Morris Brown College, as well as Spelman. In addition, students may participate in the Columbia University–Howard University Exchange Program. Barnard students studying at Spelman pay Spelman's rates for tuition, fees, room, & board to Barnard. Barnard students studying at Howard pay Barnard's tuition and fees to Barnard and Howard's room and board costs directly to Howard.

Applications for both programs may be obtained in the Office of the Dean of Studies.

Study at Jewish Theological Seminary

The Jewish Theological Seminary of America, located two blocks from the Barnard campus, offers opportunities to Barnard students for specialized study under a cooperative arrangement. Students may enroll in courses at the Seminary under any of two options: (1) individual courses; (2) a double-degree program.

A student wishing to study at the Seminary should consult her adviser and obtain the written permission of the chair of her major department. Courses taken at the Jewish Theological Seminary are evaluated as transfer credit (see page 39 for rules on transfer credit). Students who wish to obtain simultaneously the degree of Bachelor of Arts from Barnard and Bachelor of Hebrew Literature from the Seminary must consult the appropriate dean in the Office of the Dean of Studies at Barnard and at the Seminary's List College and must be separately admitted to each institution.

Barnard students who are enrolled in the Double–Degree Program may request housing at the Seminary. Double-degree students who enroll in the Seminary College will be subject to both Barnard and Seminary tuition charges. Students taking JTS courses pay the Seminary directly for those courses.

Study at the Juilliard School

The Juilliard School at Lincoln Center offers opportunities to Barnard students for individual courses in music. For a five-year program leading to the Barnard A.B. and the Juilliard M.M., rigorous auditions are required for which early application must be made. Students interested in these options may obtain further information and audition dates by consulting Dr. Gail Archer, Coordinator of the Barnard Music Program (319 Milbank), at the time of admission to Barnard or as early as possible. Students enrolled at Barnard taking music lessons at Juilliard pay tuition only to Barnard. Students admitted to the Juilliard M.F.A. program pay tuition to Barnard for courses taken at Barnard and to Juilliard for courses taken at Juilliard.

Study at the Manhattan School of Music

The Manhattan School of Music is located one block to the north of the Barnard campus. Under a cooperative program of cross-registration, musically qualified Barnard students who pass required auditions have the opportunity to enroll in six semesters of private instrumental lessons at the Manhattan School, subject to the regulations specified in the application form available at the Office of the Registrar. Majors and minors in Music may take eight semesters of lessons. Students must complete a Barnard approval form each semester before receiving permission to enroll at the Manhattan School. Students pay Barnard tuition.

Special Academic Programs

Barnard offers a summer academic program for secondary school students, “Summer in New York: Barnard’s Pre-College Program.” Program information and applications are available in the Office of the Pre-College Program, 112 Hewitt Hall.

DOUBLE AND JOINT DEGREE INTRAUNIVERSITY PROGRAMS

Barnard offers double and joint degrees in coordination with other schools in the University system, including the School of International and Public Affairs (SIPA), the Fu Foundation School of Engineering and Applied Science, the School of Law, and the School of Dental and Oral Surgery. Details on specific programs are given below.

School of International and Public Affairs: International Affairs and Public Administration

Barnard College and the Columbia University School of International and Public Affairs offer two joint programs leading to the A.B. degree at the end of four years and the Master of International Affairs (M.I.A.) or Master of Public Administration (M.P.A.) after one additional year.

Interested students should consult the designated dean in the Office of the Dean of Studies as early as the sophomore year.

Qualified students, nominated by the Office of the Dean of Studies, complete the application, which is sent to the School of International and Public Affairs. Finalists will be interviewed by an admissions officer at SIPA. The final decision on admission to a program rests with the SIPA Review Committee.

Admission to a joint program does not constitute automatic admission to the M.I.A. or M.P.A. graduate program. The student in a joint program applies for admission to the graduate program in the autumn term of her senior year. Final admission is conditional upon the applicant’s receiving the A.B. degree from Barnard.

A Barnard student’s eligibility for the joint programs is governed by the following conditions:

1. A minimum grade point average of 3.3.
2. At least four semesters of matriculation at Barnard before enrolling in a joint program.
3. Fulfillment of all basic and distribution requirements before the senior year.
4. No more than four courses in the major to be completed during the senior year.
5. Completion of introductory courses in microeconomics and macroeconomics and a strong background in quantitative courses.

A Barnard student in the Program must satisfy all Barnard degree requirements. Courses in the School of International and Public Affairs may be used to fulfill major requirements only with the written permission of the chair of the major department.

School of International and Public Affairs: Public Policy and Administration

Application to this program is made through the Barnard Office of the Dean of Studies during the junior year, but to ensure appropriate guidance and preparation, consultation is recommended in the sophomore year with the appropriate dean. Qualified students nominated by the Office of the Dean of Studies complete the application, which is sent to the School of International and Public Affairs. Finalists will be interviewed by an admis-

sions officer at SIPA. The final decision on admission to the program rests with the SIPA Review Committee. Acceptance for the joint program is a provisional admission to SIPA for the M.P.A. degree.

A Barnard student in the joint program must satisfy all requirements for the A.B. degree at Barnard. Courses in the graduate program may be used to fulfill major requirements only with the written consent of the chair of the department in which the student is majoring. During the junior and senior years she must complete at least 24 points of course work at the 4000 level or above, including the first-year required core courses specified in the Bulletin of the Graduate Program in Public Policy and Administration. An internship, usually during the summer between the fourth and fifth years, is also required. In the fifth year of the program, a student completes at least 30 points, including a workshop and policy specialization requirements.

School of Law

Each year Barnard College has the option of nominating, in conjunction with the Columbia University School of Law, juniors with outstanding records to enter the Law School under the Accelerated Program in Interdisciplinary Legal Education (A.I.L.E.).

Each student must submit a record of 90 points, at least 60 of which will have been completed at Barnard. She must have fulfilled all degree requirements except those for the major, which she must be able to complete together with the final 30 points at the Law School. Twelve of the 30 must be in the liberal arts and the remainder in appropriate law courses.

To be nominated, a student must have an outstanding academic record (3.6 average or above) and have taken the LSAT by March of her junior year with a score in keeping with the median level of applicants accepted to the law school in that academic year.

Students interested in the program should consult the Pre-law Dean in the Office of the Dean of Studies early in the junior year and with the Senior Class Dean to ensure fulfillment of graduation requirements. LSAT registration booklets are available in the Office of the Dean of Studies; the test is usually offered in February, June, October, and December.

School of Dental and Oral Surgery

A limited number of qualified students may enter the Columbia University School of Dental and Oral Surgery after three years of undergraduate work at Barnard. To be eligible for this program, the student must have completed 90 points of academic work at Barnard and all of the prerequisite courses for the School of Dental and Oral Surgery. To be eligible for the A.B. degree, she must have completed 120 points, 30 of which may be taken at the School of Dental and Oral Surgery, and she must have completed all of the general and major requirements of Barnard College.

A student interested in this option should consult with the health professions dean in her first year for early program planning. Before her admission to the School of Dental and Oral Surgery, she should consult with the Senior Class Dean to make certain that she will be eligible for the A.B. degree.

School of Engineering and Applied Science

The first three years of the five-year program leading to the degrees of Bachelor of Arts and Bachelor of Science are spent under the jurisdiction of Barnard College with a few courses taken in the School of Engineering and Applied Science. During the junior year the student applies for admission to the School of Engineering and Applied Science, where the remaining two years of more specialized engineering study are taken. Completion of the general education major and requirements is required for the Barnard A.B. degree. A maximum of 30 Engineering points may be credited toward the Barnard degree. Students inter-

ested in the program are encouraged to consult the designated dean in the Office of the Dean of Studies to plan an appropriate schedule of Barnard courses.

AUDITING

Student Auditing

Matriculated students may audit courses in special instances by arrangements with the instructors. Permission to audit a course is granted at the instructor's discretion. Courses audited do not appear on the student's program or transcript, are not graded, and may not be subsequently converted to credit courses.

Auditors are encouraged to attend class and to keep up with the readings. No examinations or papers are required; no grade is assigned. Auditors are silent participants in class and may join in discussion only at the discretion of the instructor.

Alumnae Auditing

Many Barnard courses are open to alumnae for auditing. No credit is given; there is no charge. The only requirement is that permission of the instructor must be obtained. Those interested in this program should contact the Alumnae Office and request a copy of the current catalogue and information about procedures.

REGISTRATION

Registration for New and Continuing Students

Instructions for registration are distributed to students and available online.

Students are expected to register online during the registration times published in the College Calendar. Permission to register may be refused to students who do not observe the deadline for registration. Those students who have permission to register late will be assessed additional fees, as posted at the Registrar's Office.

Bills for tuition and fees (see page 22) are mailed before the beginning of the semester, and payment must be received by the deadline published in the College Calendar. In addition, any outstanding debts to the College or University, including library fines, must be paid before the student may register.

The final stage of the registration process is program filing (see below), which must be completed by the deadline published in the College Calendar. If for some compelling reason a student must enroll in less than a full-time program, the written permission of her Class Dean in the Office of the Dean of Studies is required.

Registration for Resumed Education Students

Resumed Education students are those Barnard students who have been away from the College for five years or more and are returning to complete the A.B. degree requirements and those Barnard graduates who are returning to the College to take additional course work. Resumed Education students are subject to regular registration procedures and deadlines.

Enrollment in Columbia University Courses

Many courses offered in other divisions of the University are open to qualified Barnard students; those cross-listed in the Barnard Catalogue do not normally need special approval; no undergraduate courses listed in the Columbia College bulletin need special approval unless so indicated in the course description. Other courses not cross-listed in the Barnard Catalogue may require divisional or instructor's approval in addition to the approval of the student's academic adviser. Columbia University courses are entered on the Barnard program; specific instructions are distributed. The student is expected to have reviewed the course description and prerequisites before consulting an adviser, to determine for herself whether she is eligible to enroll.

Certain Columbia courses are limited in enrollment. Barnard students wishing to register in such courses must take part in the limited-enrollment procedures.

All Teachers College courses require approval of the Barnard Dean of Studies by submission of an approval form during the first week of the term, and also require payment of Teachers College tuition charges over and above Barnard tuition.

STUDENT PROGRAMS

Program Filing

The list of courses for which the student is enrolled each semester is known as the student's program.

Each student is required to schedule and attend a program-planning meeting with her adviser before the end of each semester (see College Calendar) and to consider carefully and seriously her selection of courses for the following semester.

During the program-planning period, various departments post sign-up sheets for laboratory courses, sectioned courses, and limited-size courses. A student who wishes to enroll in such a course or courses must enter her name on these sheets to ensure a place for the following semester. Each student files her program online through the Registrar's web site by the stated deadline. The program is finalized only upon receipt of her adviser's approval, also by the deadline.

There is **no refund** issued for courses dropped after the published deadline for program filing, and any part-time program filed after that date will be assessed full tuition.

Note: the deadline for submission of programs is separate from, and somewhat later than, the registration deadline (see College Calendar). Programs filed late must be approved by each instructor and the Committee on Programs and Academic Standing, and will be assessed additional fees, which will be posted at the Registrar's Office. A student who neglects to file a program is subject to academic probation.

Adjustment of Fees and Refunds for Changing Program of Study

If a student changes her program and the tuition called for is lower than the amount she has already paid, she will be refunded the excess only if the alteration of her program is made by September 12 (last day of program filing) in the autumn term and by January 27 in the spring term. If the new program calls for higher tuition, the student is responsible for paying the additional charges promptly.

Schedule of Classes and Room Assignments

Class times and room numbers are published in the printed Directory of Classes, which is also available on Columbia's web site. Final information on changes in Barnard-taught courses (class times and rooms) is posted at the Registrar's Office and on the Barnard and Columbia web sites. Disabled students needing wheelchair-accessible classrooms should provide this information to the Registrar during program planning.

Courses with Limited Enrollment

Enrollment in certain Barnard and Columbia courses is strictly limited and students must follow specified procedures to secure places in these courses.

Adding Courses

Courses may not be added after the deadline for filing academic programs. Up to that deadline, the student may add courses online. Adding a course requires the online approval, or the signature on an Add form, of the student's adviser.

Dropping Courses

Courses may be dropped by submission of an Application to Drop a Course, available at the Office of the Registrar. The form requires the written approval of the student's adviser and must be returned to the Office of the Registrar before the deadline published in the College Calendar. Courses dropped by the deadline will not be recorded on the permanent transcript. If withdrawal from a course is approved after the deadline to drop and by the deadline to withdraw, the course will be recorded on the permanent transcript with the notation W (Withdrawal). Action on any course which ends prior to the above dates must be taken before the last class meeting. No adjustment of fees (including any laboratory fees) is made for any course dropped after the deadline for program filing.

Attendance

Students are expected to attend classes regularly. Frequent or prolonged absences from classes may cause a student to forfeit the right to complete coursework or to take final examinations.

Policy on Religious Holidays

It is the policy of Barnard College to respect its members' observances of their major religious holidays. Conflicts with such holidays will normally be avoided in the scheduling of required academic activities and essential services, including registration deadlines that are part of the academic calendar, and final examinations.

In any instance of unforeseen or unavoidable scheduling conflict, student and instructor will work out suitable arrangements for satisfaction of academic requirements; in some instances, consultation with a dean or director may be appropriate. A listing of major religious holidays is distributed before the Autumn term to all faculty and administrators.

Length of Residence

Students are expected to be registered full-time (12 points minimum) for four years. Transfer students must complete at least 60 points and two years full-time in residence at Barnard to receive the degree (see below for additional information). Under certain conditions, it is possible for a senior to complete her work for the degree while registered in absentia, with the permission of the Senior Class Dean.

Classification of Students

Students are classified as follows:

Matriculated	Points completed
First-Year	fewer than 24
Sophomore	24–51
Junior	52–85
Senior	86 or more
Unclassified	transfer students who have not yet been assigned credit

Non-matriculated:

- Other college degree candidates (visiting students)
- Barnard alumnae auditing courses
- Barnard alumnae taking courses for credit
- Any other student who is not a degree candidate

A degree candidate (i.e., a student who is matriculated) is expected to be enrolled for at least 12 points each term and may not change her status to non-matriculated.

Filing of Diploma Information

The Diploma Information form, available online, is the student's official notification to the Registrar that she expects to have completed all requirements for the degree and to receive the diploma on a particular graduation date. Degrees are granted in May, October, and February. Graduation ceremonies are held in February and May.

Withdrawal and Readmission

A student not subject to discipline for infraction of College rules may withdraw from the College during the semester by submitting a “Notice of Withdrawal” form to her Class Dean before the withdrawal deadline. (For information on partial refund of tuition, see page 24.) A student who plans to withdraw following the completion of a term must also file the appropriate form in the Office of the Dean of Studies. Withdrawals should be discussed with a student’s academic adviser and Class Dean in advance of submitting the form. Confirmation of the withdrawal, and procedures and conditions for readmission, will be sent to the student upon receipt of the form.

Students who wish to request readmission to the College must submit a letter to the Dean of Studies, with reasons for the request, by June 1 for an autumn term return and by November 1 for a spring term return.

Readmission of students who have withdrawn from (or been withdrawn by) the College for some non-academic reasons, e.g. health, will be considered by the Committee on Evaluation, composed of representatives from the offices of Residence Life, Dean of Studies, Counseling Services, Disability Services, Health Services, and Student Development. A Health or Counseling Services evaluation and recommendation is usually required for Committee consideration.

The Evaluation Committee also meets regularly throughout the academic year to discuss issues concerning students who are experiencing difficulties in academic, residential, and extracurricular life at the College. The Committee identifies available support services both on- and off-campus in order to assist students encountering difficulties. Finally, as needed, it considers the advisability of a student’s withdrawal from the College for non-academic reasons. A description of the Committee and its procedures is available in the office of the Dean of Studies.

Exceptions to College Regulations

Requests by students for exceptions to college regulations governing the awarding of academic credit and requirements for the degree may be addressed to the Faculty Committee on Programs and Academic Standing. Petition forms are available at the Office of the Registrar and should be returned there. Requests that bear the appropriate signatures and comments of advisers and instructors normally receive consideration within two weeks of their submission.

EXAMINATIONS

Language Placement Examinations

The foreign language requirement can be met by completing the required courses at Barnard (for individual languages see departmental curriculum statements), or by a College Entrance Examination Board (CEEB) score of 781 (700 or above in Hebrew), or, for transfer students, by having completed acceptable qualifying language courses.

Transfer Students

A transfer student who has a CEEB score is placed according to that score alone, if she has had no previous college language courses. The determination is made according to the provisions of an established scale (see page 36). A transfer student who has no CEEB score or previous college language courses must, if she wishes to continue with a particular language, take a placement test. Transfer students who are not required to take an examination are notified of language placement along with the evaluation of their transfer credit.

First-Year Students

First-year students are placed (or exempted) on the basis of their CEEB scores. Those with no scores who wish to continue languages studied in high school take placement examinations. The Class Dean advises all new first-year students of their language requirements.

Summer School Language Courses

Students, other than incoming transfer or first-year students, who take summer language courses and wish exemption or placement in their continuing language studies must take a language placement examination or secure departmental approval to receive degree credit and enter at a higher level.

A student who does not wish to continue with a language in which she has been placed may begin the study of a new language.

Information about Language Placement Examinations is available at the Office of the Registrar; the examination dates are published in the College Calendar. The examinations are evaluated and placement is made by the appropriate departments. Results are available at the Office of the Registrar.

Other Departmental Placement Examinations

Students may obtain exemption from or placement in certain courses by means of departmental placement examinations (for example, in the Mathematics and Physics departments). Information and applications for the examinations are available in departmental offices, and deadlines are particular to each department.

Make-Up Examinations During the Term

Instructors are not required to give make-up examinations to students absent from previously announced tests during the term. An instructor who is willing to give a make-up test may request a report of illness or acceptable evidence of other extenuating circumstances from the appropriate class dean in the Office of the Dean of Studies.

Final Examinations

No class meetings will be held on required reading days as set forth in the College Calendar. The dates for final examinations, given at the end of each term, are published in the College Calendar. Exact times and room numbers for individual examinations are sent to each student and instructor, and posted on the web site of the Office of the Registrar, at least two weeks in advance of final examinations.

Barnard examinations are given under the Honor Code, which states that a student should not ask for, give, or receive help in examinations, nor should she use papers or books in a manner not authorized by the instructor. She should not present work that is not entirely her own except in such a way as may be approved by the instructor. The Honor Code further implies that any student or member of the faculty who has firsthand knowledge of a violation of these rules has an obligation to report it to the Dean of Studies or Honor Board.

A student who wishes to leave the room before the end of the examination period will submit her blue books to the instructor. If a student becomes ill during the course of the examination, she must notify the instructor and go to the College Physician, Brooks Hall, Lower Level. If less than an hour has expired, a grade of DEF will be recorded on the transcript and she will take a deferred examination. If a student remains for more than one hour of a three-hour examination or more than 40 minutes of a two-hour examination, she will be graded on the work she has completed, with the uncompleted work scored as 0.

Deferred Final Examinations

Deferred final examinations, given in September and January (see College Calendar), are open only to those students who were absent from the regular examinations for reasons of illness or emergency and who have received authorization from their instructors and the Office of the Dean of Studies.

Requests for absence from final exams for reasons of health or other emergencies must be reported to the instructor and to the Office of the Dean of Studies in person or by telephone on the day of the examination.

Examinations missed in December are to be taken the following January or, in cases of prolonged illness, in September of the same year. Those missed in May are to be taken in September of the same year. If a student absents herself without a compelling and valid excuse from a final or deferred examination, she will receive a grade of zero for that examination. Applications for deferred examinations are filed with the Office of the Registrar. A payment of a \$10 handling fee for each examination must accompany the application.

Examinations for Students with Disabilities

Individual arrangements can be made for disabled students unable to take examinations in the usual manner. Disabled students are normally expected to take their exams with the rest of the class, with disability-related modifications as needed. Students with disabilities who require nonstandard administration should consult with their instructors and the Director for Disability Services about reasonable accommodations. Students should obtain copies of the Test Accommodations Form in Room 7 Milbank and return them at the beginning of each semester.

GRADING AND ACADEMIC HONORS

Grading System

Academic standing and eligibility for graduation are determined by both the number of courses completed and the grades achieved. The system used at Barnard is as follows:

A+, A, A-	Excellent
B+, B, B-	Good
C+, C	Satisfactory
C-, D	Unsatisfactory but passing
F	Failure
P	Passed without a specific grade on student's election of P/D/F option
P*	Passed in a course for which only a grade of P or F is allowed
I	Incomplete
X	Absence from final examination
Y	For the first half of a two-semester course in which the grade for the second semester is the grade for the entire course
W	Approved withdrawal after "drop" deadline
UW	Withdrawal from a course without official notification to Registrar

Pass/Fail grades are recorded for all students in certain courses, e.g., physical education. Pass/Fail grades for individual students are subject to regulations described below.

In the computation of grade point averages, marks for courses are awarded on the following scale:

A+ = 4.3	B+ = 3.3	C+ = 2.3	D = 1.0
A = 4.0	B = 3.0	C = 2.0	F = 0
A- = 3.7	B- = 2.7	C- = 1.7	

In order to be recommended for the degree, a student must maintain a cumulative average of 2.0 (C) for 120 or more points completed with passing grades. At the end of each term all records are examined. Normally only those students who have completed 12 points with cumulative averages of 2.0 or above are permitted to remain in college. Students whose work falls below the cumulative average of 2.0 may be permitted to continue at Barnard with probationary conditions at the discretion of the Committee on Programs and Academic Standing.

Courses in which the student receives the grade of D may not be counted toward the major requirement or the minor option. Required courses graded D that must be retaken for a higher grade to satisfy requirements for the major or minor will not receive degree credit when repeated. Both enrollments and grades appear on the transcript.

Grade Reports

Grades are available to students online. Following graduation, a cumulative grade report of all the student's work at Barnard is sent to her home address. The cumulative grade report is an unofficial transcript for which there is no charge. A student may request that her grade reports be sent to her parent(s) or guardian by filing a permission card with the Registrar. Parents who have established their daughter's status as a dependent may receive transcripts of her grades without her consent by writing to the Registrar and enclosing "evidence that the parents declare the student as a dependent on their most recent Federal Income Tax Form" (FERPA). If the student wishes additional transcripts, a charge of \$3 per copy will apply. (See Transcripts, page 59.)

Pass/D/Fail Option

A student may elect the Pass/D/Fail option by submitting a Request for Pass/D/Fail form to the Office of the Registrar before the absolutely firm deadline published in the College Calendar. The forms are available at the Office of the Registrar about two weeks before the deadline. Under the Pass/D/Fail option the student is held responsible for fulfilling all course requirements. A passing letter grade in the range of A, B, or C reported by the instructor is converted to P by the Office of the Registrar. A grade of D or F is not converted.

Some courses record Pass/Fail grades for all students enrolled, e.g., ENGL BC 3191. Of the 122 points required for the degree, a maximum of 23 points of course work may receive a grade of Pass, whether elected or mandated (e.g., ENGL BC 3191). The P/D/F option cannot be elected for First-Year English or any course designated to count toward the major or the minor. (For students required to complete 120 points, the maximum is 21 points; for students required to complete 121 points, the maximum is 22.)

No limitation is placed on the number of Pass grades that may be recorded in a single term, except those rules that apply to Dean's List, to eligibility for financial aid, and to the overall 23-point maximum.

Grades of P are not included in the grade point average. Grades of D or F, whether or not received under the Pass/D/Fail option, are computed. If the total number of points excluded from calculation in the grade point average exceeds 34, a sliding scale requiring higher qualifying averages is used to determine eligibility for general honors at graduation. (Like courses graded Pass, points credited for AP, baccalaureates, some transfer work, and all summer courses are not calculated in the Barnard grade point average.)

The request for a course to be graded under the Pass/D/Fail option is irreversible. Subsequent change to a letter grade will not be allowed, and the option may not be elected retroactively. Information on the grade assigned to a course taken Pass/D/Fail will not be released to the student.

Incompletes

A student may for compelling reasons request from her instructor an Incomplete by means of written approval on forms available at the Office of the Registrar. The deadline for filing the Application for Incomplete is the last day of the reading period. However, in a course without a final examination, the deadline is the day before the final paper is due if that date precedes the last day of the reading period.

There are two Incomplete options. The "Early Incomplete" option requires submission of unfinished work to the Registrar soon after the end of the term by the date designated in the College Calendar and results in the removal of the "I" notation from the transcript. The second option extends the deadline to the first day of classes for the next Autumn term, but the "I" notation remains on the permanent transcript and is joined by the final letter grade. The full regulations that apply to Incompletes are listed on the Application for Incomplete form available at the Office of the Registrar. A student must have the permission of her instructor to qualify for an Incomplete, and she is required to use the form, which is a written guarantee of the terms set forth in it by the instructor.

Transcripts

Transcripts are ordered by written request to the transcript assistant in the Office of the Registrar. An official Transcript Request Form is available at the office of the Registrar or may be downloaded from the Registrar's web site, but the request may also be made by letter, provided that the letter includes the following: student's name (and her name at

Barnard, if different) and Social Security number or Barnard identification number, dates of attendance at Barnard, purpose of the transcript, number of copies desired, specifications as to whether the transcript should or should not be delayed until the latest semester's grades have been entered, name(s) and address(es) to which the transcript is to be sent, the student's full signature, and a \$3 check or money order for each transcript ordered. Official copies of transcripts (those bearing the seal of the College) can be sent only to academic institutions, business organizations, and government offices. Unofficial copies of transcripts may be sent to the student. All copies of transcripts, official and unofficial, are sent only at the written request of the student, and are subject to the \$3 fee. There is no charge, however, for a transcript sent to a division of the University. Barnard will not send copies of transcripts from other schools; they must be requested directly from the institutions attended.

Dean's List

The Dean's List, which includes the names of students who deserve special mention for scholarship, is compiled at the end of each academic year. To be eligible, a student must be enrolled at Barnard for both terms and complete at least 12 letter-graded points each term with a minimum grade point average of 3.4 for the academic year. (P-graded points are excluded.) Her grade point average will be based on all her letter grades in the A to F range.

Honors

The Faculty awards honors to students who complete work for the degree with distinction (*cum laude*), with high distinction (*magna cum laude*), and with highest distinction (*summa cum laude*). Students whose records include study at other institutions will be eligible for honors if both the overall and the Barnard grade point averages meet the designated requirements. Grades for summer work are included. If the total number of points for courses graded P or P*, and for transfer grades that do not have Barnard equivalents, exceeds 34 of the 122 points for the degree, the qualifying averages are computed on a sliding scale. Departmental honors are awarded to a small percentage of eligible graduates nominated by their departments for distinguished work in their major fields.

Phi Beta Kappa

The Barnard section of the Columbia University chapter of Phi Beta Kappa was founded in 1901. Election to the national honor society is a recognition of scholarship, and Barnard students of exceptionally high standing are eligible. Junior election will require a minimum of 86 completed points, and senior election, 102. Students do not apply for membership; they are elected by Barnard faculty members who are themselves members of Phi Beta Kappa.

Eligibility for Student Government Offices

To be a candidate for election to a student government office, a student must be in good academic standing and free of disciplinary action for at least one year.

Eligibility for Intercollegiate Athletics

Any student at Barnard College, Columbia College, the Fu Foundation School of Engineering and Applied Science, or the School of General Studies who is pursuing the undergraduate program or a combined program toward a first degree is eligible for inter-

collegiate athletics, provided that certain conditions are met. To be eligible for athletic activities, a student must

- be a candidate for a bachelor's degree;
- be registered for at least 12 points of credit per semester;
- be in satisfactory academic standing;
- have passed by the beginning of the academic year 24 points if in the second year, 52 points if in the third year, or 86 points if in the fourth year;
- have attended the University for not more than eight terms;
- not have completed the requirements for a bachelor's degree.

An eligibility form must be filed with the Director of Athletics, who consults with the Registrar to determine eligibility. Questions about eligibility should be referred to the Dean of Studies.

COURSES OF INSTRUCTION

The Curriculum

Listing of courses in this catalogue is not a guarantee of their availability, and the College may revise its degree requirements from time to time.

Courses of Instruction

Course descriptions will be found in the following pages. Room assignments and all other registration information are published in a separate bulletin and online.

Autumn term courses are followed by an x; spring term courses are followed by a y.

Indivisible **Barnard** courses that run throughout the year are marked with a dash between the numerals (e.g., SPAN V1101–V1102). The first semester of elementary language, whether taken at Barnard or elsewhere, normally does not receive degree credit unless the second semester is completed. However, a single exception to this rule is allowed upon written request to the Registrar.

Divisible Barnard courses, which run throughout the year, are marked with a comma between the numerals (e.g., Environmental Science BC 1001x, BC 1002y). The first half of such courses may be taken separately. Admission to the second half without completion of the first half is granted only with written permission of the instructor. Certain courses are offered in both Autumn and Spring terms (Economics BC 1001x, BC 1001y) and may be taken in either term.

The following alphabetical prefixes designate the division of the university for whose students the course is primarily offered or indicate joint courses. The aforementioned guidelines regarding dashes and commas between course numbers for BC courses do not necessarily apply to courses offered by other faculties.

- BC – Barnard College
- C – Columbia College
- F – School of General Studies
- G – Graduate School of Arts and Sciences
- H – Columbia University in Paris
- R – School of the Arts
- S – Summer Session
- V – Joint undergraduate course (Barnard with Columbia College and/or the School of General Studies)
- W – Other inter-faculty course

The level of the course is generally as follows:

- 1000–3999 Undergraduate
- 4000–4999 Advanced undergraduate and first-year graduate
- 5000–8999 Graduate, normally not open to undergraduates

AFRICANA STUDIES

411 Barnard Hall

854-0729; 854-9850
www.barnard.edu/africana

This program is supervised by the committee on Africana Studies:

Director of Africana Studies: TBA

Professor of French: Serge Gavronsky

Associate Professor of Anthropology: Lesley A. Sharp

Assistant Professor of Anthropology: Brian Larkin

Assistant Professor of French: Kaiama L. Glover

Assistant Professor of Political Science: Linda Beck

Assistant Professor of English: Bashir Abu-Manneh

Senior Associate of English: Quandra Prettyman

The Africana Studies major offers an interdisciplinary, comparative approach to the study of the history, politics, cultures, literatures, and experiences of peoples of African origin in Africa and the African diaspora. In addition to fulfilling the requirements, students focus on a central subject, theme, or set of questions.

In consultation with the program director, each student chooses an adviser from among several departments and works closely with both to define a thematic concentration within the major. Themes might include Gender and Africa; the Multicultural Caribbean; Media and Social Change; Culture and Politics in the African Diaspora; Prisons and Globalization; Literature, Arts, and National Identity.

A series of required courses spanning the disciplines, the junior colloquium, and the directed research provide a solid foundation for interdisciplinary study. The major offers training in methodology as well as in the use of primary and critical materials, and lays the foundation for the research and writing of a senior thesis.

REQUIREMENTS FOR THE MAJOR

- I. **Introductory Courses:** Two-semester sequence (preferably to be taken before the junior year):

<i>AFRS BC 3004x</i>	<i>Introduction to Africana Studies: Africa Past, Present and Future</i>
<i>AFRS BC 3006y</i>	<i>Introduction to Africana Studies: The African Diaspora</i>

- II. **Language:** Each student must demonstrate proficiency in any of the languages of Africa or the diaspora (in addition to English) by completing at least the fourth semester of that language, or its equivalent. This requirement is not in addition to the general foreign language requirement.

- III. **Harlem:** Each student will take a course on Harlem, chosen from among the offerings at Barnard or Columbia.

- IV. **Electives:** Each student will, with the approval of the program director, select five electives which focus on a central subject, theme, or set of questions. Of these five, at least two must be on Africa and at least one must be on the African Diaspora. At least one course must be in the humanities, and one in the social sciences, and these courses can overlap with the courses on Africa and the African Diaspora.

- V. **One Semester Junior Colloquium in Africana Studies:**

<i>AFRS BC 3110</i>	<i>Colloquium: Issues in the Studies of the African Worlds</i>
	(same as Anthro 3964)

VI. Senior Thesis: AFRS BC 3998x and AFRS 3999y Senior Seminar, a two-semester program of interdisciplinary research leading to the writing of the senior essay. In some cases, a senior seminar in one of the departments contributing to the program may be substituted for the first semester of the Senior Thesis.

No minor is offered in Africana Studies.

COURSES OF INSTRUCTION

BC3004x

Introduction to Africana Studies: Africa Past, Present and Future

An interdisciplinary and thematic approach to the study of Africa, moving from pre-colonial through colonial and post-colonial periods to contemporary Africa. Focus will be on its history, societal relations, politics and the arts. The objective is to provide a critical survey of the history as well as the continuing debates in African studies. —L. Beck

3 points.

BC3006y

Introduction to Africana Studies: The African Diaspora

An interdisciplinary and thematic approach to the African diaspora in the Americas: its motivations, dimensions, consequences, and the importance and stakes of its study. Beginning with the contacts between Africans and the Portuguese in the 15th century, this class will open up diverse paths of inquiry as students attempt to answer questions, clear up misconceptions, and challenge assumptions about the presence of Africans in the "New World."—C. Riobo

3 points.

AFRS BC 3005x

Introduction to Caribbean Societies

A multi-disciplinary exploration of the Anglophone, Hispanic, and Francophone Caribbean. Discusses theories about the development and character of Caribbean societies; profiles representative islands; and explores enduring and contemporary issues in Caribbean studies (race, color and class; politics and governance; political economy, the struggle for liberation; culture and identity and migration). —K. Glover

3 points. Not offered in 2005–06

ANTH V3964

African Pop Culture

(cross listed as Junior Colloquium)

This course examines African popular culture as a form of transgression that sits uneasily between the dichotomies of tradition and modernity and so becomes central to the articulation of both. The intention of this course is to give an ethnographic sense of the diverse and unexpected richness of African popular culture and to examine these forms theoretically as sites in process from which African experiences of colonial and post colonial life are articulated. Topics include: Nigerian video and aesthetics of outrage, African studio photography and the creation of leisure class; masking and mimicry; and how the popular culture becomes a means of political expression. —B.Larkin

4 points

AFRS BC 3120y

History of African American Music

A broad survey of the development of African American popular music styles. Utilizes both historical and ethnomusicological methodologies to examine sacred and secular musics of slave communities, blues, gospel, rhythm & blues, soul, funk, and hip-hop. Analyzes social, cultural, and political issues and movements, and their impact on the development of various musical elements.

—J. Casselberry

3 points.

AFRS BC yyyy
Literature of the Great Migration: 1916-1970

Description: Explores, through fiction, poetry, essays, and film, the historical context and cultural content of the African American migration from the rural south to the urban cities of the north, with particular emphasis on New York, Chicago, Boston, and Philadelphia. Fulfills Harlem requirement.
—Q. Prettyman
3 points

AFRS BC 3122y
Ethnography of Black Americans in the United States

An interdisciplinary survey of writings, film, and music on and by black Americans from the 17th-20th century. Examines theories of race and gender constructions, performance, and power, as well as systems of image construction in popular culture. Also explores the dynamic nature of notions of authenticity and authority. —J. Casselberry
3 points.

AFRS BC 3998x and AFRS 3999y Senior Seminar, a two-semester program of interdisciplinary research leading to the writing of the senior essay. Senior Seminar is not an independent study, but a structured seminar on methodology and criticism, which in the first semester results in a substantial, approved, thesis proposal and annotated bibliography, and in the second semester produces the final thesis. In some cases, a senior seminar in one of the departments contributing to the program may be substituted for the first semester of the Senior Thesis. (Q.Prettyman, BC3998x)

The following is only a sample of courses that may be applied to the major in 2005-2006. Students should consult the departmental and program listings, and particularly the program website, for course descriptions, prerequisites, and other relevant courses.

AHIS	G 4073	African Art, Architecture & Ideas
ANTH	W 3160	The Body and Society
ANTH	3946	African Pop Culture (cross listed as Junior Colloquium)
ANTH	3943	Youth & Politics of Culture in Africa
DNCE	BC 2252	African Dance I
DNCE	BC 2253	African Dance II
ENGL	BC 3140	Explorations of Black Literature
ENGL	BC 3190	The Global literature in English
ENGL	3196	Home To Harlem
ENGL	BC 3992	The Literature of Middle Passage
ENGL	3997	Studies in Literature
FREN	BC 3072	Francophone Fiction
FREN	3071	Major Literary Works of the French Speaking World
FREN	BC3070	Negritutude
FREN	BC 3073	Africa in Cinema
FREN	V 3421	Intro. to French and Francophone Studies II
SPAN	G6560	Reading the Jungle/Lecturas de la Selva
HIST	BC 3321	Colonial Encounters: Europe and the Culture of Empire
HIST	BC 4546	The Fourteenth Amendment and Its Uses
WMST	BC 3121	Black Women In America
WMST	BC 3134	Unheard Voices—African Women’s literature
WMST	BC 3902	Gender, Education and Development

AMERICAN STUDIES

420 Lehman Hall

854-5046

www.barnard.edu/amstud

This program is supervised by the Committee on American Studies:

Professor of History: Rosalind Rosenberg (Director)

Professor of Anthropology: Nan Rothschild

Assistant Professor of Art History: Elizabeth Hutchinson

Professor of Economics: David Weiman

Professor of English: William Sharpe

Associate Professor of English: Lisa Gordis

Assistant Professors of English: Jennie Kassanoff, Monica Miller

Professors of History: Robert A. McCaughey, Rosalind Rosenberg, Mark C. Carnes

Assistant Professors of History: Owen Gutfreund, Thaddeus Russell (Term)

Professor of Religion: Randall Balmer

Professor of Sociology: Jonathan Rieder

The American Studies Program offers an interdisciplinary major for students who want to study the society and culture(s) of the United States and its borders by focusing on a central subject, theme, or set of questions.

THEMES

In consultation with the program director, each student chooses an adviser from among several departments and works closely with the program director and her adviser to define a thematic concentration within the major. For example, a student might define her concentration as:

Gender and American Culture

The Asian-American Experience

Race, Ethnicity, and National Identity

Mass Media and Social Change in American Society

Culture and Politics in 20th-Century America

19th-Century American History and Literature

Community in American Society

Required courses in American history and literature, as well as the junior colloquium and senior seminar, offer a solid foundation for interdisciplinary study.

Prospective majors must see the program director for more information about structuring concentrations and for help in selecting an adviser. The program director can provide examples of possible programs and access to a file of syllabi from American Studies courses in other departments. Both Barnard and Columbia College courses will satisfy major requirements.

REQUIREMENTS FOR THE MAJOR

The American Studies major requires a minimum of 12 courses:

1. Two-semester sequence *American History Survey*, HIST BC 1401 and 1402. Majors are urged to complete this requirement by the sophomore year. This requirement may be waived for those with scores of 4 (waives one semester) or 5 (waives both

semesters) on the Advanced Placement Exam. Those students should substitute upper-level American history courses.

- 2. One semester of the *American Literature* sequence (ENGL BC 3179, 3180, 3181, 3183).
- 3. Junior Colloquium: *Cultural Approaches to the Past*, AMST BC 3401.
- 4. *Senior Seminar* (AMST BC 3703 and 3704). In some cases, a senior seminar sequence in one of the departments may be substituted for AMST BC 3703 and 3704.
- 5. A set of at least six courses organized around a theme or subject. One of the six courses must be a seminar or colloquium. The program director and adviser must approve both the theme and the set of courses the student selects for the concentration.

No minor is offered in American Studies.

COURSES OF INSTRUCTION

AMST BC 3401x, y

Colloquium in American Studies: Cultural Approaches to the Past

An introduction to the theoretical approaches of American Studies, as well as the methods and materials used in the interdisciplinary study of American society. Through close reading of a variety of texts (e.g., novels, films, essays), we will analyze the creation, maintenance, and transmission of cultural meaning within American society.

4 points.

AMST BC 3703x, 3704y

Senior Seminar

Individual research on topic related to major thematic concentration and preparation of senior thesis. —Staff
Enrollment limited to senior majors.

4 points.

AMST BC 3999x, y

Independent Research

—Staff

3 or 4 points.

American Studies Courses in Other Departments

The following list is a representative sample of courses typically offered in a given year. Students should consult appropriate department listings for complete information about these courses and other offerings in American Studies:

Africana Studies

BC 3005x	<i>Introduction to Caribbean Societies</i>
BC 3103y	<i>Comparative Caribbean Women’s Literature</i>
BC3122	<i>Ethnography of Black Americans</i>

Anthropology

V 3038x	<i>Ethnicity and Race (Not offered 2005–06)</i>
V 3044x	<i>Symbolic Anthropology (Not offered 2005–06)</i>
V 3903y	<i>Ethnoarchaeology of Cities</i>
V 3950y	<i>Anthropology of Consumption</i>
V 3460	<i>Gender and Ethnographic Representation (Not offered 2005–06)</i>
BC 3868y	<i>Ethnographic Field Research in New York City</i>
V 3918x	<i>Asian-American Communities (Not offered 2005–06)</i>
V 3967y	<i>U.S. Cultural Formations of the 20th Century (Not offered 2005–06)</i>

V 3969x	<i>Specters of Culture</i> (Not offered 2005–06)
V 3985x	<i>Ethnicity, Class, and Race</i> (Not offered 2005–06)
W 4625x	<i>Anthropology and Film</i> (Not offered 2005–06)

Art History

BC 3642	<i>American Art and Culture</i>
BC 3651	<i>Native American Art</i>
BC 3949	<i>Memorials: The Art of Witness</i>
<i>Harlem Renaissance</i> (seminar)	
(W4000 course) <i>Tourism and the North American Landscape</i>	

Asian and Middle Eastern Cultures

V 3915y	<i>Asians in America</i> (Not offered 2005–06)
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Dance

BC 1247	<i>Jazz Dance I</i>
BC 2248	<i>Jazz Dance II</i>
BC 3249	<i>Advanced Jazz</i> (all three required for credit)
BC 2566y	<i>History of Dance: Renaissance to Present</i>
BC 2570y	<i>Dance in New York City</i>
BC 3574x	<i>Contemporary Choreographers and Their Works</i> (Not offered 2005–06)
BC 3577y	<i>Performing the Political</i>

Economics

BC 2010y	<i>The Economics of Gender</i>
BC 3013x	<i>Economic History of the United States</i> (Not offered 2005–06)
BC 3012x	<i>Economics of Education</i>
BC 3019y	<i>Labor Economics</i>

Education

BC 2032x	<i>Contemporary Issues in Education</i>
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English

BC 3140x Sec. 2	<i>Explorations of Black Literature: 1760–1890</i>
BC 3198x	<i>Poetry Movements since the 1950's</i> (Not offered 2005–06)
BC 3140x Sec. 4	<i>Imaging and Imagining Black Men in 20th-Century Literature and Culture</i> (Not offered 2005–06)
ENWS BC 3144y	<i>Minority Women Writers in the United States</i> (Not offered 2005–06)
BC 3140x Sec. 7	<i>Writing Black Lives</i>
BC 3140y Sec. 6	<i>American Literature and Film: Horror</i>
BC3140y Sec. 4	<i>Nineteenth-century American Women Writers</i>
BC3140y Sec. 6	<i>Topics in Literature and Film: The Western</i>
BC3140y Sec. 7	<i>Literature of the Great Migration</i>
BC 3179x	<i>American Literature to 1800</i>
BC 3180y	<i>American Literature: 1800–1870</i>
BC 3181x	<i>American Literature: 1871–1945</i>
BC 3182y	<i>American Fiction</i> (Not offered 2005–06)
BC 3183x	<i>American Literature since 1945</i>
BC 3184y	<i>House and Home in American Culture</i>
BC 3185x	<i>Modern British and American Poetry</i>
BC 3195x	<i>Postmodern Literature</i> (Not offered 2005–06)
BC 3196y	<i>Home to Harlem: Literature of the Harlem Renaissance</i>

BC 3997x Sec. 4	<i>Slavery: Women's Experience (Not offered 2005–06)</i>
BC 3998y Sec. 3	<i>Black Stereotypes and Racial Performance</i>
BC 3998y Sec. 4	<i>The Family in Turn-of-the-Century American Fiction (Not offered 2005–06)</i>

Environmental Science

BC 3040x	<i>Environmental Law, Policy, and Decision Making</i>
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History

BC 1401x	<i>American Civilization to the Civil War</i>
BC 1402y	<i>American Civilization since the Civil War</i>
BC 3567y	<i>American Women in the 20th Century</i>
BC 3466x	<i>American Intellectual History since 1865</i>
BC 3467x	<i>America Since 1945</i>
BC 3457x	<i>A Social History of Columbia University</i>
BC 3496y	<i>History of American Cities</i>
BC 3520x	<i>United States, 1918–1945</i>
BC 4410x	<i>Early American Maritime Culture</i>
BC 4542x	<i>Education in American History</i>
BC 4546y	<i>The 14th Amendment and Its Uses</i>
W 4603y	<i>The American Revolution</i>

Music (pending)

V 3170x	<i>Studying Contemporary Popular Music</i>
V 3470y	<i>Issues in Rock Music and Rock Culture</i>

Philosophy

BC 3720y	<i>Ethics and Medicine</i>
BC 3758x	<i>Philosophy of Education</i>

Political Science

BC 1001xy	<i>Dynamics of American Politics</i>
BC 3200y	<i>American Political Development, 1789–1980 (Not offered 2005–06)</i>
BC 3300x	<i>Colloquium on Political Participation and Democracy</i>
BC 3301x	<i>Colloquium on Women as Voters, Candidates, and Leaders</i>
BC 3302y	<i>Colloquium on First Amendment Values</i>
V 3313x	<i>American Urban Politics</i>
BC 3326x	<i>Colloquium on Civil Rights and Liberties</i>
BC 3327y	<i>Colloquium on the Content of American Politics</i>
[not numbered yet]	<i>Colloquium on American Political Thought</i>
BC 3331y	<i>American Political Decision Making</i>
BC 3335y	<i>Mass Media and American Democracy</i>
W 4311x	<i>American Parties and Elections (Not offered 2005–06)</i>
W 4316x	<i>The American Presidency</i>

Religion

V 3503y	<i>Religion and American Culture</i>
V 3755x	<i>African-American Religion</i>
V 3803x Sec.59	<i>Native American Religions</i>
V 3803x Sec.63	<i>Religious Worlds of New York</i>

Sociology

BC 1003y	<i>Introduction to Sociology</i>
V 3200x	<i>Gender, Class, and Race</i>
V 3206x	<i>Race, Culture, and Identity in the Contemporary United States</i>
BC 3208y	<i>Unity and Divism in Contemporary United States</i>
V 3217y	<i>Law and Society</i>
BC 3220	<i>Maculinity: A Sociological View</i>
V 3225y	<i>The Sociology of Education</i>
V 3228x	<i>The Sociology of Medicine</i>
V 3247y	<i>The Immigrant Experience, Old and New</i>
BC 3250y	<i>Sociology of Jewish Life in America</i>
W 3270x	<i>Mass Media/Popular Culture</i>
V 3324y	<i>Poverty, Inequality, and Policy: A Sociological Perspective</i>
BC 3302	<i>Sociology of Gender Roles</i>
V 3330x	<i>Asian-American Gender and Sexuality</i>
V 3350x	<i>Religion and Social Change</i>
BC 3904y	<i>Music and Society: Calypso and Reggae</i>

Spanish

BC 3002x Sec. 3	<i>Hispanics in the United States (Not offered 2005–06)</i>
SPWBC 3204x	<i>Latina Literature (Not offered 2005–06)</i>

Urban Studies

V 3545x	<i>Junior Colloquium on Urban Studies: Shaping of the Modern City</i>
V 3546y	<i>Junior Colloquium on Urban Studies: Contemporary Urban Problems</i>
V 3550x	<i>Community Building and Economic Development</i>

Women's Studies

V 1001x	<i>Introduction to Women's and Gender Studies</i>
BC 1003x	<i>Introduction to Women's Health</i>
V 3111xy	<i>Feminist Texts I: Wollstonecraft to Beauvoir</i>
V 3112xy	<i>Feminist Texts II: Beauvoir to the Present</i>
BC 3120x	<i>Lesbian Texts (Not offered 2005–06)</i>
V 3121x	<i>Black Women in America</i>
BC 3132y	<i>Gendered Controversies (Not offered 2005–06)</i>
BC 3130x	<i>Discourses of Desire: Introduction to Gay and Lesbian Studies (Not offered 2005–06)</i>
V 3131y	<i>Women and Science</i>
BC 3136x	<i>Asian-American Women</i>
V 3311x	<i>Colloquium in Feminist Theory</i>
V 3312y	<i>Theorizing Women's Activism</i>
W 4300x Sec.1	<i>The Search for Self—20th-Century U.S. Jewish Writers, Part 1: 1900–1939</i>

ANCIENT STUDIES

216 Milbank Hall

854-2852

www.barnard.edu/classics

This program is supervised by the Committee on Ancient Studies:

Professor of Classics: Helene Foley

Professor of Classics (Columbia): Gareth Williams (Representative for Columbia)

Assistant Professor of Classics: Katharina Volk (Representative for Columbia)

Professor of History (Columbia): William Harris

Ancient Studies is designed to allow the student to explore various aspects of the ancient Mediterranean and Mesopotamian cultures while concentrating on one of these major civilizations. By studying these cultures in several academic disciplines the student will acquire a general knowledge and a context for her area of specialization. At Barnard and in the University a very large number of courses pertaining to antiquity are offered each year, and the program prepares an annual list to aid students in making their selections. This list may be obtained from the Representative for Barnard or the Barnard Classics web site.

REQUIREMENTS FOR THE MAJOR

Each student, after consultation with the Representative for Barnard, chooses an adviser whose field is closely related to her own and with whom she will do her senior reading. The programs of all the students are reviewed by the Ancient Studies Committee, in order to maintain control and a sense of collective enterprise.

A total of 36 points are required in the major, including at least four courses in one geographical area or period; courses in at least three departments (to ensure proper interdisciplinary training and experience); the elementary sequence of a relevant ancient language; the appropriate history course; and at least the first semester of ANCS V 3998, V 3999.

In some cases, a senior seminar in one of the departments or ANCS V 3995 may be substituted for ANCS V 3998, V 3999. Ancient language courses may be used toward the major requirement; however, where a second ancient language is offered, one second-year sequence must be offered for a student to gain credit for the first year.

No minor is offered in Ancient Studies.

COURSES OF INSTRUCTION

ANCS V 3997x,y

Directed Readings in Ancient Studies

A program of readings in some aspect of Ancient Studies, supervised by an appropriate faculty member chosen from the departments offering Ancient Studies courses. Testing by a series of essays, one long paper, or oral or written examination(s). —Staff

Permission of the departmental representative required.

3 points.

ANCS V 3995x

Senior Seminar in Ancient Studies

The topic changes from year to year but is always broad enough to accommodate students from different disciplines. For all Ancient Studies majors but also open to advanced undergraduate students in Classics, History, Art History and Archaeology, and other related disciplines.

Topic for 2005-06: Private Pompeii: Fact and Fiction. The city of Pompeii, buried in the eruption of Mt. Vesuvius in 79 CE, offers us our best opportunity for studying the daily life of the ancient Romans. Since its rediscovery in the middle of the 18th century, however, Pompeii has occupied an important place not just in scholarly investigations of the ancient world, but in fictional representations of it. This course will discuss the material facts of private life (e.g., images of sex and sexuality; luxury and consumption; gender and the role of women in the household) which survive to us in Pompeii, and contrast them with imaginary representations of the ancient city, from 19th-century novels to 20th-century film. —K. Milnor

3 points. W 6:10–8:00

ANCS V 3998x, y, 3999y

Directed Research in Ancient Studies

A program of research in Ancient Studies. Research paper required. For 3999y, the topic must be submitted to the departmental representative and the appropriate adviser decided upon by November 15 of the semester preceding that in which the student will be enrolled in the course. For 3998x, the corresponding deadline will be April 1 of the semester preceding that in which the student will be enrolled in the course. The student and the departmental representative will request supervision of the research paper from an appropriate faculty member in a department offering Ancient Studies courses. —Staff

Permission of the departmental representative required.

3 points.

A list of other relevant courses of instruction in Classics, History, Art History, Architecture, Philosophy, Religion, and Ancient Languages offered in 2004–05 may be obtained from the Representative for Barnard or on the Classics and Ancient Studies web site.

ANTHROPOLOGY

411 Milbank Hall

854-5428, 9389

www.barnard.edu/anthro

Professors: Nan Rothschild, Judith Shapiro (President)

Associate Professors: Lesley Sharp (Chair), Maxine Weisgrau (Term)

Assistant Professors: Nadia Abu El-Haj, Paul Kockelman, Brian Larkin, Paige West

Other officers of the University offering courses listed below:

Professors: Lila Abu-Lughod, Partha Chatterjee, Myron Cohen, Terence D'Altroy, E. Valentine Daniel, Nicholas Dirks, Ralph Holloway, Robin Kelly, Mahmoud Mamdani, Don J. Melnick, Brinkley Messick, Rosalind Morris, Elizabeth Povinelli, David Scott, Michael Taussig

Associate Professors: Elaine Combs-Schilling, Marina Cords, Steven Gregory, Marilyn Ivy, Lynn Meskell, John Pemberton,

Assistant Professors: Nicholas De Genova, Neni Panourgia, Sandhya Shukla

Lecturers: Gustav Peebles, Rashmi Sadara, Karen Seeley

Anthropology is the study of the biological and cultural development of the human species and of the variety of human societies and their cultures. The student majoring in this field will acquire an understanding of humans and their ways that is not bound by her own time and culture. In doing so, she will find herself drawing upon the literature of such diverse disciplines as genetics, archaeology, ethnography, linguistics, and the social sciences. Students with a degree in anthropology may undertake graduate and professional study in anthropology. They may also enter upon careers in other fields, such as conservation, development, education, government, journalism, labor organization, law, medicine, or social work administration, where the value of a training in anthropology is becoming increasingly recognized. The practical and applied dimensions of anthropology have increased significantly in recent years, and the profession attempts to serve many non-academic needs both in American society and in international organizations.

Several major museums and libraries in New York City offer exceptional opportunities for research. Various summer schools provide opportunities for research in archaeology and ethnography and, under certain circumstances, such work may be credited toward the Barnard degree. Students interested in cultural anthropology are encouraged, whenever possible, to conduct research in the New York area, or, during their summer vacations, in other localities. The department also encourages majors to consider spending a semester abroad; students who plan to do so should plan early, in consultation with the chair and their advisor, in order to incorporate required courses in proper sequence.

All courses, except those limited to majors, satisfy the College's distribution requirements. Courses listed as W 4000 are open to majors, non-majors, and interested graduate students.

The department also cooperates with related programs such as American Studies, Foreign Area Studies, Africana Studies, Urban Studies, and Women's Studies, and with other departments offering, as an option to their majors, a four-course cluster in Anthropology. Arrangements for combined, double, joint, and special majors are made in consultation with the chair.

REQUIREMENTS FOR THE MAJOR

Every major is urged to acquire a general knowledge of three of the four fields of anthropology (cultural and physical anthropology, archaeology, and anthropological linguistics) and of their interrelationship. To this end, the student's program should be designed in consultation with her adviser as soon as possible after the declaration of the major. Continuing and frequent meetings with the adviser are encouraged.

Ten courses are required for the major, including:

ANTH V 1002 *The Interpretation of Culture*

and two of the following:

ANTH V 1007 *The Origins of Human Society*

ANTH V 1008 *The Rise of Civilization*

ANTH V 1009 *Introduction to Language and Culture*

EEEB V 1010 *The Human Species: Its Place in Nature*

plus:

ANTH V 3011 *Living in Society: Social Relations*

ANTH V 3041 *Theories of Culture: Past and Present*

and

BC 3871x–BC 3872y *Problems in Anthropological Research (Senior Seminar)*

plus at least three other courses of the student's own choosing.

In consultation with advisers, programs will be designed to reflect the students' interests and plans—whether they intend to go on to graduate studies in anthropology, or expect to enter other fields.

It is strongly recommended that students who plan to major and do so in socio-cultural anthropology take BC 3868y (*Ethnographic Field Research in New York City*) **before their senior year**. Many seniors choose to incorporate a fieldwork component in their thesis research and having some experience of field methods is extremely important. Those interested in other subdisciplines may wish to take this or another “methods” course and should consult their advisers. Students are also encouraged to check listings for courses offered by EEEB and ANEB at Columbia for possible Anthropology credit, in consultation with the Barnard department chair.

Senior Essay

All students majoring in Anthropology are required to submit an essay of substantial length and scholarly depth. Such a paper will usually be written during the course of the Senior Seminar (BC3871–BC3872) or, under special circumstances and with department approval, in one or two semesters of BC 3999x, y *Individual Projects*.

Double and Joint Majors

Students doing a double or joint major in Anthropology and another subject are required to register for a least one semester of BC 3871–BC 3872.

REQUIREMENTS FOR THE MINOR

The minor consists of five courses: ANTH V 1002; one of the following: V 1007, V 1008, V 1009, or V 1010; plus three other Anthropology courses selected in consultation with the chair.

Pre-law and premedical students who wish to minor in anthropology should seek the advice and approval of the department chair.

COURSES OF INSTRUCTION

General Courses

ANTH V 1002x, y

The Interpretation of Culture

The anthropological approach to the study of culture and human society. Using case studies from ethnography, the course explores the universality of cultural categories (social organization, economy, law, belief system, art, etc.) and the range of variation among human societies. —x: B. Larkin, M. Taussig; y: P. West.
3 points.

ANTH V 1007x

The Origins of Human Society

An archeological perspective on the earliest forms of human culture in the prehistoric past. Topics include: hominids sharing food; people living in a variety of environments whose economies range from foraging to early agriculture; and the origins of sedentism and social complexity. —S. Fowles
3 points.

ANTH V 1008y

The Rise of Civilization

The rise of major civilizations in prehistory and protohistory throughout the world, from the initial appearance of sedentism, agriculture, and social stratification through the emergence of the archaic empires. Description and analysis of a range of regions that were centers of significant cultural development: Mesopotamia, Egypt, the Indus River Valley, China, North America, Mesoamerica, and Andean South America. —T. D'Altroy
3 points.

ANTH V 1009x

Introduction to Language and Culture

An introduction to the study of the production, interpretation, and reproduction of social meanings as expressed through language. In exploring language in relation to culture and society, the focus is on how communication informs and transforms the sociocultural environment. —P. Kockelman
3 points. Limited to 100

EEEB V 1010x (Formerly ANTH V1010)

The Human Species: Its Place in Nature

Designed to acquaint students with a variety of scientific disciplines through the investigation of human evolution—specifically, Darwin's theory of evolution; Mendel's principles of inheritance; major patterns of organic evolution; primate behavior, ecology, and evolution; and the fossil remains and trends in human evolution. —J. Shapiro
3 points.

ANTH V 1011y

Behavioral Biology of the Living Primates

Study of non-human primate behavior from the perspective of phylogeny, adaptation, physiology and anatomy, and life history. Focuses on the four main problems primates face: finding appropriate food, avoiding being eaten themselves, reproducing in the face of competition, and dealing with social partners. —M. Cords
Prerequisite: V 1010.

3 points. Not offered 2005–06

ANTH BC 1099x

Introduction to the Social Sciences at Barnard

An introduction to social science departments and faculty at Barnard. Faculty informally discuss their departments, disciplines, research methodologies, and interdisciplinary projects. Barnard graduates (social science majors) share their academic and career histories, discussing how undergraduate concentrations helped prepare them for their professional and personal lives. —M. Weisgrau, J. Celwyn, M. Silverman and social science faculty.
1 point. Limited to 20.

Topical Courses

ANTH V 2004x

Introduction to Social and Cultural Theory

Introduces students to theoretical works and ideas that have formed modern field of anthropology. These include classic 19th century social theories (e.g., those of Durkheim, Weber, Marx), 20th century interpretive approaches (for example, structuralism), and contemporary modes of sociocultural analysis. Discussion Section Required.—J. Pemberton

3 points.

ANTH V 2005y

Ethnographic Imagination

An introduction to the theory and practice of “ethnography”—the intensive study of peoples’ lives as shaped by social relations, cultural images, and historical forces. Considers through critical reading of various kinds of texts (classic ethnographies, histories, journalism, novels, films) the ways in which understanding, interpreting, and representing the lived words of people—at home or abroad, in one place or transnationally, in the past or the present—can be accomplished. —R. Morris

4 points.

ANTH V 2100x

Muslim Societies

An examination of religion and society not limited to the Middle East. A series of Muslim societies of various types and locations will be approached historically and contextually to understand their family resemblances and their differences, their distinctive mechanisms of coherence and their patterns of contestation. —B. Messick

3 points.

ANTH V 3004x

Introduction to Environmental Anthropology

Introduces the main theoretical approaches of environmental anthropology beginning with cultural ecology and covering eco-systematic models, environmental history, political ecology, and new approaches deriving from contemporary anthropological theory. Ethnographic material from Melanesia, Latin America, Africa, Asia, and the Middle East illustrates the theoretical material introduced. —Instructor TBA

3 points. Not offered 2005–06

ANTH V 3005y

Societies and Cultures of Africa

3 points. Not offered 2005–06

ANTH V 3009y

Peoples and Cultures of North Africa and the Middle East

3 points. Not offered 2005–06

ANTH V 3011x

Living in Society: Social Relations

Institutions of social life. Kinship and locality in the structuring of society. Monographs dealing with both large and small-scale communities will be discussed in the context of anthropological fieldwork methods. —M. Weisgrau

Prerequisite: An introductory anthropology course.

3 points.

ANTH/HIST V 3013y

Gandhi's India

This course is designed for undergraduates with little or no background in South Asian history or Indian studies. “Ghandhi’s India” will focus on the history of modern India, using the life and times of Mohandas Gandhi as the basis not only for an engagement with an extraordinary historical figure but also for a consideration of a great variety of historical issues. — N. Dirks. HTBA.

3 points. Not offered 2005–06

ANTH V 3014x

East Asian Societies and Cultures

Introduction to the contemporary societies of China, Japan, and Korea, with special attention to social institutions and cultural patterns that shape hierarchy, egalitarianism, and inequality as reflected in family patterns, community life, religion, and economic behavior of social change.

—M. Cohen

3 points.

ANTH V 3015y

Chinese Society

Social organization and social change in China from late imperial times to the present. Major topics include family, kinship, community, stratification, and the relationships between the state and local society. —M. Cohen

3 points.

ANTH V 3024y

Africa and Modernity: A Changing Continent

3 points. Not offered 2005–06.

ANTH V 3035

Religion in Chinese Society

3 points. Not offered 2005–06.

ANTH V 3036x

Peasant Societies

3 points. Not offered 2005–06.

ANTH V 3038x

Ethnicity and Race

3 points. Not offered 2005–06.

Anthropology–Women’s Studies ANW V 3039x

Women in Third World Development

3 points. Not offered 2005–06.

ANTH V 3041y

Theories of Culture: Past and Present

Intellectual currents contributing to the development of anthropology as a discipline. Theoretical writings of the anthropological ancestors as well as those of current practitioners considered.

—N. Abu El-Haj

4 points. Limited to 35. Majors only, or instructor’s permission.

ANTH V 3044x

Symbolic Anthropology

An exploration of the manner in which various anthropologists have constructed “culture” as being constituted of a set of conventional signs called “symbols” and the consequences of such a construal. Among the authors read are the anthropologists Valentine Daniel, Mary Douglas, Clifford Geertz, Claude Levi-Strauss, Sherry Ortner, David Schneider, Margaret Trawick, and Victor Turner; the social theorists Emile Durkheim, Karl Marx and Max Weber; the semioticians Ferdinand de Saussure and Charles Peirce; and the psychoanalysts Sigmund Freud and Jacques Lacan.

—V. Daniel

3 points. Not offered 2005–06.

ANTH V 3055x

Strategy of Archaeology

3 points. Not offered 2005–06.

ANTH V 3116x

Gender and Social Changes in Latin America

3 points. Not offered 2005–06.

ANTH V 3117y

Latin America: Peoples, Cultures, Issues

4 points. Not offered 2005–06.

ANTH BC 3142x, y

Colloquium: Current Anthropological Theory

4 points. Not offered 2005–06.

ANTH V 3160y

The Body and Society

An introduction to medical anthropology, whose purpose is to explore health, affliction, and healing cross-culturally. Theory and methods from other fields will be drawn on to address critiques of biomedical, epidemiological, and other models of disease; the roles of healers in different societies; and different conceptions of the body and health. —L. Sharp

3 points. Not offered 2005–06.

ANTH W 3201y

Introductory Survey of Biological Anthropology

Prerequisite: V 3201 or permission of the instructor.

4 points. Not offered 2005–06.

ANTH W 3204y

Dynamics of Human Evolution

Seminar focusing on recent advances in the study of human evolution. Topics include recent fossil discoveries, changing views of human evolution, early hominid social behavior, evolutionary theories, and sociobiology.

Prerequisite: V 3201 or permission of the instructor.

4 points.

ANTH V 3320y

Culture, Tourism, and Development

3 points. Not offered 2005–06.

ANTH V 3525x

Introduction to Asian History and Culture

Looks at four major aspects of contemporary South Asian societies: nationalism, religious reform, gender, and caste. The object is to provide a critical survey of the history as well as the continuing debates over these crucial themes of society, politics, and culture in South Asia. Readings include primary texts that were part of the original debates as well as secondary sources that represent the current scholarly assessment on these subjects. —R. Sadana

3 points. Limited to 25.

ANTH V 3465

Women and Gender in the Muslim World

Practices like veiling that are central to Western images of women and Islam are also contested issues throughout the Muslim world. Examines debates about Islam and gender and explores the interplay of cultural, political, and economic factors in shaping women's lives in the Muslim world, from the Middle East to Southeast Asia. —L. Abu-Lughod

3 points.

ANTH V 3700x

Colloquium: Anthropological Research Problems in Complex Societies

4 points. Not offered 2005–06.

ANTH V 3820x

Theory and Method in Archaeology

4 points. —C. Smith Not offered 2005–06.

ANTH V 3824y

Fantasy, Film, and Fiction in Archaeology

4 points. —C. Smith Not offered 2005–06.

ANTH BC 3868y

Ethnographic Field Research in New York City

A seminar-practicum on field research in New York City. Exploration of anthropological field research methods followed by supervised individual field research on selected topics in urban settings. —L. Sharp

Recommended for majors prior to the senior year. Open to non-majors by permission of the instructor.

4 points. Limited to 20

ANTH V 3885y

Utopia

—G. Peebles

ANTH V 3903y

The Ethnoarchaeology of Cities

A consideration of cities from several points of view: a developmental and comparative perspective, looking at urban origins. Focus on New York City from its inception to the present, examining its spatial defined subunits (“neighborhoods”), structured by class and ethnicity. —N. Rothschild

3 points.

ANTH V 3904x

Native Americans and Europeans

Examines European-indigenous interactions in varied North American settings, from the 15th – 19th centuries, through archaeological, ethnographic, and historic materials. Focuses on power relationships expressed in a material nexus and through landscape reorganization. — N. Rothschild

3 points. Not offered 2005–06.

ANTH V 3906y

Functional Linguistics

—P. Kockelman

4 points.

ANTH 3908y

Global economy in anthropological perspective

—S. Gregory

4 points.

ANTH V 3909x

Introduction to Urban Anthropology

—S. Gregory

4 points.

ANTH V 3910x

Colloquium: Transformation of Traditional Societies: China and France

4 points. Not offered 2005–06.

ANTH V 3913x

Reading Ethnography: Mainland Southeast Asia

Intended to satisfy the requirements for the major.

4 points. Not offered 2005–06.

ANTH V 3917x
Urban Guerrillas

—N. Panourgia
4 points. Not offered 2005–06.

ANTH V 3918x
Asian-American Communities
4 points. Not offered 2005–06.

ANTH V 3920x
Economy and Society in Prehistory

Introduction to archaeology or permission of the instructor required. Enrollment limited to 15 students.
4 points. Not offered 2005–06.

ANTH V 3921x
Anti-Colonialism

—D. Scott
4 points.

ANTH V 3922x
Colloquium: The Emergence of State Society

—T. D'Altroy
4 points.

ANTH V 3930x
Archaeological Perspective on Cultural Evolution
4 points. Not offered 2005–06.

ANTH V 3931y
Social Life in Ancient Egypt
4 points. Not offered 2005–06.

ANTH V 3932x
Anthropology of Jazz

—R. Kelley
4 points. Not offered 2005–06.

ANTH V 3933x
Arabia Imagined

—B. Messick
Enrollment limited.
4 points. Not offered 2005–06.

ANTH V 3936x
Madness and Civilization: Cross-cultural Perspectives

Prerequisite: One course in ANTH. Limited to 20 students.
4 points. Not offered 2005–06.

ANTH V 3937y
Mass-Mediated Cultures

4 points. Not offered 2005–06.

ANTH V 3938x
Colloquium: Culture and Performance

4 points. Not offered 2005–06.

ANTH V 3939y

Millennial Futures: Mass Culture and Japan

Addresses mass culture and its relationship with Japan at the end of the century, as it anticipates the continuation of millennial anxieties and fantasies into the 21st century. With one of the most developed, mass-mediated formations in the world, Japan becomes a compelling instance of late modernity, non-western, yet not. With ethnographic sensibilities, approaches such thematic domains as everyday orderliness, criminality and terror, gender and sexuality, and money and consumption through the media of print, video, film, sound recordings, and photography. Theoretical works in mass cultural criticism and Japan-specific readings are paired with weekly seminar discussions.

—M. Ivy

4 points. Not offered 2005–06.

ANTH V 3940x

Current Controversies in Primate Behavior and Ecology

4 points. Not offered 2005–06.

ANTH V 3942x

Anthropological Study of Ritual

4 points. Not offered 2005–06.

ANTH V 3943y, x

Youth and Identity Politics in Africa

Examines ways in which African youth inevitably occupy two extremes in academic writings and the mass media: as victims of violence, or as instigators of social chaos. Considers youth as generating new cultural forms, as historically relevant actors, and informed social and/or political critics. At the core of such critiques lie possibilities for the agentive power of youth in Africa. —L. Sharp

Prerequisite: Permission of instructor required. Limited to 15 students.

4 points.

ANTH V 3946y

African Popular Culture

—B. Larkin

Prerequisite: Permission of instructor is required. Limited to 15 students.

4 points.

ANTH V 3947x

Text, Magic, and Performance

An examination of text and performance, as informed by magic and related articulations of power. Topics explored include: prophetic writing, historical inscription; divine kingship, cosmology, divination; colonial fiction, nationalist figuration; spirit possession, ritual sacrifice; mask performance, music, shadow theatre. Draws principally on Southeast Asian sources. Key concerns are subjectivity and repetition. —J. Pemberton

Permission of the instructor is required. Limited to 20 students.

4 points. Not offered 2005–06.

ANTH V 3949y

Sorcery and Magic

Limited enrollment of 20.

4 points. Not offered 2005–06.

ANTH V 3950y

Anthropology of Consumption

Examines theories and ethnographies of consumption as well as the political economy of production and consumption. Compares historic and current consumptive practices, compares exchange based economies with post-Fordist economies. Engages the work of Mauss, Marx, Godelier, Baudrillard, Appadurai, and Douglas among others.

—P. West

4 points.

ANTH V 3951y

Pirates, Boys, and Capitalism

Detailed analysis of the history and figure of the pirate in the Western imagination. Asks why the pirate exerts such appeal through the ages and aims at introducing key problems in anthropological and cultural theory concerning colonialism, violence, homosexuality, rebellion, and the importance of the child's imagination of the above. —M. Taussig

Enrollment limited.

4 points.

ANTH V 3952y

Taboo and Transgression

The transgression of taboos is the basis of crime, sex, and religion in any society. As "the labor of the negative", transgression is also a critical element in thought itself. Working through anthropology of sacrifice and obscenity, as well as relevant work by Bataille, Foucault, and Freud, this course aims at understanding why taboos exist and why they must be broken. —M. Taussig

Enrollment limited to 20. Instructor's permission required.

4 points. Not offered 2005–06.

ANTH V 3953y

Authorship and the Subject of Modernity

—R. Morris

Prerequisites: Permission of the instructor and at least one course in the ethnography of East or Southeast Asia, and/or one course in translation theory. Limited enrollment 12.

4 points. Not offered 2005–06.

ANTH V 3954x

Bodies and Machines

Examines how bodies become mechanized and machines embodied. Studies shifts in the status of the human under conditions of capitalist commodification and mass mediation. Readings consist of works on the fetish, repetition and automaticity, reification, and late modern techno prosthesis.

—M. Ivy

Enrollment limited to 20.

4 points.

ANTH V 3958y

Crossing Borders: An Anthropology of Transnational Migration

Prerequisite: Majors/concentrators or permission of the instructor.

4 points. Not offered 2005–06.

ANTH V 3960y

The Culture of Public Art and Display in NYC

A field course and seminar considering the aesthetic, political, and sociocultural aspects of selected city museums, public spaces, and window displays. —A. Alland

4 points.

ANTH V 3961y

Subsequent Performances

Explores the dynamic interaction between operatic compositions (especially Mozart's *Don Giovanni* and *The Marriage of Figaro*) and their subsequent performances, with particular emphasis on the cultural, political, and economic contexts that shape both the original composition and the following reproductions. Critical apparatus includes Abbate and Butler. —E. Combs-Schilling

Maximum 15 students; priority given to upper class anthropology and music majors; instructor's permission required. Students must attend operas outside of class time.

4 points.

ANTH 3962y
History and Memory

—N. Abu El-Haj
 3 points. Not offered 2005–06.

ANTH V 3966y.
Culture, Mental Health and Clinical Practice

This course considers mental disturbance and its relief by examining historical, anthropological, psychoanalytic and psychiatric notions of self, suffering, and cure. After exploring the ways in which conceptions of mental suffering and abnormality are produced, we look at specific kinds of psychic disturbances and at various methods for their alleviation. Course is limited to 20.

—K. Seeley
Prerequisite: Junior standing or completion of introductory course(s) in Psychology and/or Anthropology.
 4 points. Not offered 2005–06.

ANTH V 3965y
Colloquium: 20th-Century Cultural Theory

4 points. Not offered 2005–06.

ANTH V 3967y
U.S. Cultural Formations of the 20th Century

4 points. Not offered 2005–06.

ANTH V 3968x
Anthropological Controversies in the Public Eye

Prerequisite: Any 1000 level anthropology course. Limited to 20.
 4 points. Not offered 2005–06.

ANTH V 3969x
Specters of Culture

Pursues the spectral effects of culture in the modern. Through a consideration of anthropologically significant, primarily non-western sites and various domains of social creation—performance, ritual practice, narrative production, technological invention—traces the ghostly remainders of cultural machineries, circuitries of voice, and representational forms crucial to modern discourse networks.

—J. Pemberton
 4 points. Not offered 2005–06.

ANTH V 3970x
Biological Basis of Human Variation

An examination of the biological data for modern human diversity at the molecular, phenotypical, and behavioral levels, as distributed geographically. —R. Holloway

Prerequisites: ANTH V 1010 and instructor's permission.
 4 points. Not offered 2005–06.

ANTH V 3971x
Environment and Cultural Behavior

Examines human understandings and transformations of nature, drawing on theories of the relationship between nature and culture and the social production and construction of nature. Analyzes contemporary environmental use, conservation projects, and environmentally focused ethnographic writing. Demonstrates the relationship between nature ideologies and productions, and the social, economic, and environmental politics they engender.

—P. West
Enrollment limited to 20.
 4 points.

ANTH V 3972y
Conception Cross Culturally

4 points. Not offered 2005–06.

ANTH V 3974y

Lost Worlds, Secret Spaces: Modernity and the Child

—M. Ivy

4 points. *Not offered 2005–06.*

ANTH V 3976

Anthropology of Science

—N. Abu El-Haj

3 points. *Not offered 2005–06.*

ANTH V 3977y

Trauma

This course examines trauma as an individual, collective, and international political phenomena. Topics include the history and physiology of trauma; trauma and psychoanalysis; trauma and politics; and trauma after 9-11. —K. Seeley

Enrollment is limited to 20.

3 points.

ANTH V 3978y

Dialogic Imagination

Draws on the perspectives of Bakhtin and other theorists to analyze the logic of five opera performances the class will attend this semester. Productions scrutinized in terms of the forms of communication utilized; the class, status, and gender perspective mobilized; and the specified mechanisms used to engage or distance the audience from them. Performance rather than musicological angle emphasized. —E. Combs-Schilling

Permission of the instructor required. Limited to 15 students.

4 points.

ANTH V 3979x.

Fluent bodies

The recent proliferation of writings on the social significations of the human body have brought to the fore the epistemological, disciplinary, and ideological structures that have participated in creating a dimension of the human body that goes beyond its physical consideration. The course, within the context of anthropology, has two considerations, a historical one and a contemporary one. If anthropology can be construed as the study of human society and culture, then, following Marcel Mauss, this study must be considered the actual, physical bodies that constitute the social and the cultural. —N. Panourgia.

4 points.

ANTH

Nationalism: History and Theory

Covers the basic readings in the contemporary debate over nationalism and different disciplinary approaches and looks at recent studies of nationalism in the formerly colonial world as well as in the industrial West. The readings offer a mix of both theoretical and empirical studies, including the following: Eric Hobsbawn: *Nationalism since 1700*; Ernest Gillner: *Nations and Nationalism*; Benedict Anderson: *Imagined Communities*; Antony Smith: *The Ethic Origins of Nations*; Linda Coley: *Britons*; Peter Sahlins: *Boundaries*; and Partha Chatterjee: *The Nation and Its Fragments*.

—P. Chatterjee

4 points.

ANTH V 3983y

Ideas and Societies in the Caribbean

—D. Scott

4 points. *Not offered 2005–06.*

ANTH V 3986y
Racialization and the Politics of Culture

—N. De Genova
Enrollment limited.
4 points. Not offered 2005–06.

ANTH V 3988x
Race and Sexuality in Scientific and Social Practice

—N. Abu El-Haj
4 points. Not offered 2005–06.

ANTH V 3989x.
Urban Anthropology

—S. Gregory
Enrollment limited to 18.
4 points. Not offered 2005–06.

ANTH V 3990y
Gift and Fetish

—M. Taussig
4 points. Not offered 2005–06.

ANTH V 3992y
Government and Humanity

—I. Feldman and M. Ticktin
Enrollment limited to 20.
4 points. Not offered 2005–06.

ANTH 3993y
World Archaeology in Global Perspective

—L. Meskell
3 points. Not offered 2005–06.

ANTH V 3994x
Anthropology of Extremity: War

—R. Morris
4 points. Not offered 2005–06.

ANTH W 2002y
Environmental and Evolutionary Biology II Organisms to Communities

—M. Cords, D. Melnick
3 points. Not offered 2005–06.

ANTH W 4001x
The Ancient Empires

—T. D'Altroy, M. Van DeMieroop
Prerequisite: ANTH V 1002 or permission of instructor.
3 points. Not offered 2005–06.

ANEB W 4002y
Controversial Topics in Human Evolution

—R. Holloway
Prerequisite: Permission of instructor and introductory biological/physical anthropology course.
3 points. Not offered 2005–06.

ANTH W 4006x
State and Empire in the Ancient Near East

—E. Morris
3 points.

ANTH W 4009y

Class and Culture in the United States

—S. Ortner

Enrollment limited. Prerequisite: Junior standing; preference to seniors and graduate students, and to anthropology majors and anthropology graduate students if necessary.

3 points. Not offered 2005–06.

ANTH W 4011x

Critical Social Theory

—S. Ortner

Junior standing. Limited enrollment to 30 students.

3 points. Not offered 2005–06.

ANTH W 4013y

Thailand: History, Modernity, Nation

—R. Morris

3 points. Not offered 2005–06.

ANTH W 4022y

Political Ecology

—P. West

3 points. Not offered 2005–06.

ANTH W 4042

Agent, Person, Subject, Self

This course treats the interrelated notions of agent, person, subject, and self from a semiotic and social perspective. —P. Kockelman

3 points. Not offered 2005–06.

ANTH W 4114x

The Anthropology of Religious Beliefs and Practices

3 points. Not offered 2005–06.

ANTH W 4120x

Anticolonialism

—D. Scott

3 points. Not offered 2005–06.

ANTH V 4187x

Ethnography of Rural South Asia

—V. Daniel

3 points. Not offered 2005–06.

ANEB W 4200x

Fossil Evidence of Human Evolution

Intended for advanced undergraduates and beginning graduate students who are interested in paleo-anthropology. Enrollment limited to 20. Prerequisites: ANEB V1010 or the equivalent, and the instructor's permission. —R. Holloway

3 points. Not offered 2005–06.

ANTH W 4225y

Black Movements in the United States

Black movements in the US examines historical and contemporary struggles of freedom, justice and equality. Lectures and readings explore how black communities struggled for power, dealt with internal tensions, and profoundly shaped American politics and culture. Topics include labor, civil rights, radical feminism, socialism, reparations, black nationalism and hip hop culture. —R. Kelly

3 points.

ANTH W 4230y
Food and Society

Sociocultural and symbolic aspects of foodways. Topics include: what, when, and with whom people eat; how and from whom food is acquired, prepared, and served; and what messages these activities convey. Particular attention will be paid to relations of gender, class, and ethnicity.

—N. Rothschild

3 points.

ANTH W 4344y
Inka Empire

Explores the rise, nature, and collapse of the Inka Empire, the largest indigenous polity in the pre-Hispanic Americas and homeland of some of the world's grandest archaeological sites. The social, political, ideological, economic, military, and cultural features of this diverse realm are examined through archaeological and documentary sources. —T. D'Altroy

3 points.

ANTH W 4346y
Laboratory Techniques in Archaeology

—T. D'Altroy

3 points. Not offered in 2005–06.

ANTH W 4356x
Egyptian Archaeology

—L. Meskell

Preference: Graduate and upper level undergraduate students.

3 points. Not offered in 2005–06.

ANTH W 4444x
Culture of Terror: Anthropological Perspective on Political Violence

3 points. Not offered in 2005–06.

ANTH W 4602x
Culture and Psychology

—K. Seeley

3 points. Not offered in 2005–06.

ANTH W 4625x
Anthropology and Film

—B. Larkin

3 points. Not offered in 2005–06.

ANTH W 4638y
Anthropology of Media

—B. Larkin

Priority given to senior and junior Anthropology majors.

3 points. Not offered in 2005–06.

ANTH W 4650
Political Identity, Civil Wars and State Reform in Africa

—M. Mamdani

3 points. Not offered in 2005–06.

ASST V 3915y
Asians in America

Priority given to senior and junior Anthropology and Asian Studies majors.

4 points. Not offered in 2005–06.

Courses for Majors

ANTH BC 3871x–3872y

Senior Seminar: Problems in Anthropological Research

Discussion of research methods and planning and writing of a Senior Essay in Anthropology will accompany research on problems of interest to students, culminating in the writing of individual Senior Essays. The advisory system requires periodic consultation and discussion between the student and her adviser as well as the meeting of specific deadlines set by the department each semester. —Staff
4 points.

ANTH BC 3999x, y

Individual Projects

Research projects are planned in consultation with members of the department and work is supervised by the major's adviser. —Staff
Permission of the department required.
Maximum 4 points.

Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the instructor, the department chair, and the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.

ARCHITECTURE

310 Barnard Hall

854-8430

www.columbia.edu/cu/archprogram

Associate Professor of Practice: Karen Fairbanks (Chair)

Adjunct Assistant Professors: Luke Bulman, Maria Gray, Tom Hickey, Celia Imrey, Jason King, Yumi Kori, Carla Leitao, Tina Manis, Joeb Moore, Todd Rouhe, Madeline Schwartzman, David Smiley, Suzanne Stephens, Michael Webb, Kim Yao

Architecture majors experience and investigate the central aspects of the field. The major provides an inclusive program offering opportunities to explore historical and contemporary relationships among physical, social, and cultural forms and environmental contexts.

There are two tracks to the architecture major: the first, while incorporating lectures, seminars, and scholarly research, is more strongly studio based and is recommended for the student who thinks she will continue to do graduate work in architecture or design; the second, while incorporating studio components, is geared toward the history and theory of architecture and is more strongly allied with the Art History department.

Students considering an Architecture major or minor should consult with the adviser before sophomore registration to develop the most appropriate sequence of studio and lecture courses. Those interested in graduate study in architecture should consult with the adviser in their junior year concerning their programs.

The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture.

Students who wish to continue in graduate studies in Architecture for a professional degree are also advised to take two semesters (or comparable) of college level physics and calculus.

REQUIREMENTS FOR THE STUDIO MAJOR

The studio major in Architecture is required to complete 14 courses:

Four studio courses, to be taken one per semester (studio courses have limited enrollment and priority is given to Architecture majors)

ARCH V 3101	<i>Architectural Representation: Abstraction</i>
ARCH V 3103	<i>Architectural Representation: Perception</i>
ARCH V 3201, V 3202	<i>Architectural Design I and II</i>

Required history/theory courses:*

Five elective courses following the distribution requirement below:

ARCH V 3117 Perceptions of Architecture

1— course with a topic that is pre-1750

1— course with a topic that is post-1750

2— electives (it is suggested that one of these be on a non-western topic)

Senior courses:*

1— ARCH V 3901 Senior Seminar

1— either a second Senior Seminar (from our program), a seminar from a related department (and related to student's disciplinary specialization/cluster),

• Architectural Design III, or Independent Research.

Cluster of related courses:

Three courses which together focus student interest in a related department or departments. (May not overlap with history/theory courses or senior courses.)

Senior Requirements:

Portfolio and Research Paper from Senior Seminar or Senior Course.

*These are courses offered by the architecture major or other applicable courses offered within the University. Students should consult the program office for a list of applicable courses each semester.

REQUIREMENTS FOR THE HISTORY AND THEORY OF ARCHITECTURE MAJOR

The History and Theory of Architecture major is required to complete 15 courses, plus a senior thesis.

Two studio courses, to be taken one per semester:

ARCH V	3103	<i>Architectural Representation: Perception</i>
ARCH V	3101	<i>Architectural Representation: Abstraction</i>

Seven lecture courses:

Three architecture lectures. One of these must be ARC V 3117 *Perceptions of Architecture*.

Four Art History lectures above and beyond the prior three. Two of these must be AHIS BC 1001, 1002 *Introduction to History of Art*.

Three seminars to be taken in the junior or senior year. Two should be in Architecture (see Seminar List and Note under Studio Major), one in Art History.

Three cluster courses in an area of study related to Architecture (see description under Studio Major).

The Architecture program is a liberal arts major, not a professional degree program. It does not qualify students for a license in Architecture.

REQUIREMENTS FOR THE MINOR

The minor in Architecture consists of five courses, including V 3101 or V 3103, three history/theory courses, and a fifth course to be chosen in consultation with the adviser.

COURSES OF INSTRUCTION

ARCH V 3117y

Perceptions of Architecture

Introduction to various methods by which we look at, experience, analyze, and criticize architecture and the built environment; development of fluency with architectural concepts. —M. Gray, T. Rouhe, T. Hickey
Designed for but not limited to sophomores. Limited to 60
 3 points.

ARCH V 3312x

Special Topics in Architecture

An examination of special topics in architecture and related disciplines. May be repeated for credit, provided the topic changes. —Instructor TBA

3 points.

ARCH V 3443y

Principles of Japanese Architecture

Introduction to principles of traditional Japanese architecture and its relationship to other aspects of Japanese culture and society. Explores connections between traditional and modern Japanese society.

Enrollment limited to 15.

4 points. Not offered 2005–06.

ARCH V 3901x, y

Senior Seminar

Readings, individual class presentations, and written reports. —T. Manis, J. Moore, S. Stephens

Priority to architecture majors. Limited to 15.

4 points.

ARCH V 3920y

Critical Analysis of Architectural Representation

Readings and discussions on representation and representational systems in modern architecture, in conjunction with production of Barnard/Columbia architecture students' publication ONSITE.

—L. Bulman

Prerequisite: V 3101 or V 3103. Limited to 15 students.

3 points.

ARCH V 3997x, 3998y

Independent Study

Prerequisite: permission of program director in the semester prior to that of independent study.

—K. Fairbanks and staff

2–4 points.

Studio Courses

ARCH V 1020y

Introduction to Architectural Design and Visual Culture

Introductory design studio to introduce students to architectural design through readings and studio design projects. Intended to develop analytic skills to critique existing media and spaces.

Process of analysis used as a generative tool for the students own design work. —M. Schwartzman

Intended for the non-major, sophomore year and above. Limited to 20 students.

3 points.

ARCH V 3101x, y

Architectural Representation: Abstraction

Introduction to design through analysis of abstract architectural space and form. Emphasis on the design process and principles of representation through architectural drawing and model-making.

—M. Schwartzman, T. Rouhe, K. Yao

Students work in a studio environment. Recommended to be taken in the sophomore year. Limited to 15 per section.

4 points.

ARCH V 3103x, y

Architectural Representation: Perception

Introduction to design through studies in perception and visualization. Emphasis on exploratory, inventive processes for the generation, development, and representation of ideas in a variety of media. —M. Gray, C. Leita, M. Schwartzman, M. Tiulescu.

Students work in a studio environment. Recommended to be taken in the sophomore year. Limited to 15 per section. 4 points.

ARCH V 3201x

Architectural Design I

Workshop introduction to architectural design: fundamental explorations of space and form through design exercises requiring drawings and models. Studio work, lectures, discussions, and written analysis. —K. Fairbanks, J. King, T. Manis, M. Webb.

Prerequisites: V 3101 and V 3103. Limited to majors.

4.5 points.

ARCH V 3202y

Architectural Design II

Workshop continuation of Course V 3201. Field trips and lectures organized in relationship to the studio exercises. —K. Fairbanks, C. Imrey, J. Moore, D. Smiley

Prerequisite: V 3201. Limited to majors.

4.5 points.

ARCH V 3211x

Architectural Design III

Further exploration of the design process through studio work. Programs of considerable functional, contextual, and conceptual complexity are undertaken. —Instructor TBA

Prerequisites: V 3202 and permission of the program director. Enrollment limited as space permits.

4.5 points.

ART HISTORY

301 Barnard Hall

854-2118

www.barnard.edu/arthist

Professors: Benjamin Buchloh (Virginia Bloedel Wright '51 Professor of Art History), Anne Higonnet, Natalie Kampen (Barbara Novak '50 Professor of Art History), Keith Moxey (chair)

Assistant Professors: Elizabeth W. Hutchinson, Kishwar Rizvi

Adjunct Professor: Maryan Ainsworth

Senior Lecturer: Joan Snitzer (Director of Visual Arts)

Lecturer: John Miller

Other officers of the University offering courses listed below:

Professors: Zainab Bahrani, Hilary Ballon, James Beck, Barry Bergdoll, Joseph Connors, Jonathan Crary, Douglas Fordham David Freedberg, Cordula Grewe, Hanneke Grootenboer, Robert Harrist, Holgar A. Klein, Christina Kiaer, Rosalind Krauss, Clemente Marconi, Melissa McCormick, Stephen Murray, Esther Pasztory, Stephen Pinson, David Rosand, Simon Schama, Joanna Smith, Susan Vogel

Art History, which is devoted to the study of the visual arts, is one of the broadest of the humanistic disciplines. It is concerned not only with the nature of works of art—their form, style, and content—but also with the social, political, and cultural circumstances that shape them. The introductory-level courses aim at developing in students a lifelong understanding and appreciation of works of art. The rest of the curriculum is geared to preparing majors either for graduate study leading to careers in university teaching and museums, or for positions in the art world, galleries, publication, criticism, the visual media, art consultation, conservation, and the like. These courses also provide opportunities for correlated learning to students in other fields. The department, fortunate to be located in New York City, one of the world's great art centers, takes full advantage of the rich resources of the city's museums and galleries in its course of study.

REQUIREMENTS FOR THE MAJOR

The department offers both a major in the History of Art and a major in Art History with a concentration in the Visual Arts. In each case the student chooses a faculty adviser who assists her in planning a program incorporating personal interests while meeting departmental requirements.

A minimum of 12 Art History courses is required for the major, including:

AHIS BC 1001 and 1002 Introduction to Art History. This two-course sequence is required.

AHIS BC 3970 Methods and Theories of Art History. To be taken during the junior or senior year.

AHIS BC 3959 and 3960 Senior Research Seminar. In this two-semester sequence, students will write their senior thesis (approx. 30–50 pages). Students will develop, research, and write their thesis project in consultation with an individual faculty member in Art History. They will also attend and participate in group seminars convened approximately 12 times during the academic year and in which all students will present their work. Students who plan to study abroad during their senior year and those who expect to graduate early must begin the senior research seminar sequence in the second semester of the junior year.

Seven elective courses, with the following requirements.

Two of these courses must be seminars. None of the seminars listed above may count toward this requirement.

At least one Western and one Nonwestern art history course. BC1001 and 1002 may not count toward this requirement.

Four of these must cover a broad range of disciplinary areas. Students concentrating on Western art must have at least one course each in four of the following five periods: Ancient, Medieval, Renaissance, Baroque, Modern. Students concentrating on non-Western art must work out a similarly comprehensive course of study in consultation with their advisers. Lecture classes or seminars can be used to fulfill this requirement. BC1001 and 1002 or any other broad survey cannot be used to fulfill this requirement.

Courses in film are accepted toward the major requirements; studio courses are not.

Recommended: One or two studio courses should be taken by Art History students.

Students who plan to undertake graduate work should acquire a reading knowledge of at least two foreign languages in which the major contributions to the history of art have been made. Most graduate schools require a reading knowledge of French, German, or Italian. The department strongly recommends a student's taking one of these languages while at Barnard.

Requirements for the major in Art History with concentration in the Visual Arts:

A minimum of 12 courses is required for the major in Art History with concentration in the Visual Arts:

Six Art History courses, including:

- BC 1001 and 1002 *Introduction to the History of Art*
- One course in 19th- or 20th-century art
- One seminar in art history

Five studio courses including ARH BC 3530 *Advanced Studio* and ARH BC 3031 *Imagery and Form in the Arts*

Art History Senior Thesis Option for Visual Arts Concentrators:

Art History Majors concentrating in Visual Arts may elect to substitute the Senior Thesis for the Senior Project. To do this they must:

Notify their adviser of their intention to do so by the end of their junior year

Take both *Methods and Theories of Art History* (BC 3970) and the *Senior Research Seminar* (BC 3959 and 3960)

Requirements for the major in the History and Theory of Architecture:

See Architecture Program offerings.

REQUIREMENTS FOR THE MINOR

The minor in Art History consists of five lecture courses, including BC 1001, BC 1002, and three courses in the following areas, of which **one** must be non-European:

European and American: Ancient, Medieval, Renaissance, Baroque, and Modern

Non-European: Chinese, Japanese, Indian, African, Mesoamerican, and Native American

COURSES OF INSTRUCTION

AHIS BC 1001x, 1002y

Introduction to the History of Art

An introduction to the art of the past with an emphasis on the variety of perspectives from which it may be studied. Artworks from different periods' cultures will be selected for discussion in depth. Members of art history faculty and other invited speakers lecture in their fields of specialization. Autumn term: Ancient, Medieval, and early Renaissance. Spring term: Renaissance, Baroque, Modern, and Contemporary. —K. Moxey, A. Higonet, others TBA
4 points.

ACLG W 3002x

Introduction to Archaeology

Inclusive of global information, explores past and present knowledge that exists because of the field of archaeology. Individual site-based and cultural studies combine with rediscoveries of systems of communication, such as languages and belief systems, to make for a broad-based introduction to archaeological discourse. —J. Smith
3 points.

AHIS V 3080x

Pre-Columbian Art and Architecture

Survey of the pre-Hispanic art of Mesoamerica, Central America, and the Andean region from the earliest of times to the Spanish conquest.—E. Pasztory
3 points.

AHIS V 3201y

Arts of China

An introduction to the arts of China—ceramics, bronzes, painting, and sculpture—from the earliest farming cultures (ca. 5000 B.C.E.) to the end of the traditional period (ca. 1750 C.E.). —R. Harrist
3 points.

AHIS V 3203y

Arts of Japan

A survey of Japanese art from the Neolithic through the Edo period, with emphasis on Buddhist art, scroll painting, decorative screens, and wood-block prints. —M. McCormick
3 points.

AHIS W 3208y

Art of Africa

A survey of the visual and performing arts of Africa from prehistoric times to the present. Special emphasis on rock art, painting, sculpture, architecture, pottery, masking, and body adornment, as well as the various ways in which their forms, styles, functions, and meanings have been shaped by environmental, cultural, and historical forces. —M. McCormick.
3 points. Not offered in 2005–06.

AHIS W 3230

Medieval Architecture

A course developed collaboratively and taught digitally that spans one thousand years of architecture. —S. Murray
3 points.

AHIS BC 3340x

Introduction to Islamic Art

This course examines the theories and production of Islamic art, with a focus on miniature painting. Starting with the earliest figural representations in seventh-century Umayyad palaces, the course tackles issues such as aniconism, portraiture, and abstraction. The relationship between words and images is explored through analysis of literary genres such as the Book of Kings and Sufi

anthologies. The course concludes with the work of contemporary artists Shazia Sikander and Ahmed Moustafa. —Kishwar Rizvi

3 points

AHIS V 3340y

Masterpieces of the Art of China, Korea, and Japan

The decorative arts of ceramics, lacquers, and jades; Buddhist art, architecture, sculpture; and later painting. Museum laboratory sessions. —S. Huang

3 points.

AHUM V 3342x

Masterpieces of Indian Art and Architecture

Introduces students to 2,000 years of art on the Indian subcontinent. Consists of discrete segments on the early art of Buddhism, rock-cut architecture of the Buddhists and Hindus, the emergence and development of the Hindu temple, the painted miniatures of the Mughals and Rajputs, and the art of British India. —V. Dehejia

3 points.

AHIS V 3248x

Greek Art and Architecture

Examination of the principal monuments and themes of Greek art in sculpture, painting, architecture, and city planning from the Mycenaeans to the Roman conquest. —C. Marconi

3 points.

AHIS V 3250y

Roman Art and Architecture

Architecture, sculpture, and painting of ancient Rome from the second century B.C. to the end of the Roman Empire in the West. —TBA

3 points.

AHIS BC 3345

Islamic Architecture: The Mongol Legacy: (1250-1650)

Examines the profound changes in Islamic society as a result of the destruction of Baghdad in 1258 by the armies of the Golden Horde, including the influence felt from Egypt to India, from Samarkand to Istanbul, and the art and architecture commissioned by the Turkman rulers, as well as the new cities they founded. —K Rizvi

3 points

AHIS BC 3351x

Early Christian and Early Medieval Art

The origins of Christian art before Constantine and the subsequent development of architecture, sculpture, and painting under the patronage of church and state in Western Europe from the 4th through the 11th centuries. —H. Klein

3 points. Not offered in 2005–06.

AHIS V 3400x

Italian Renaissance Painting

The origins and development of Renaissance painting: humanism and religion, perspective and art theory, the revival of the classical form and content. Emphasis on major centers, especially Florence and Venice and the courts, and on the major masters: Masaccio, Fra Angelico, Piero della Francesca, Giovanni Bellini, Leonardo da Vinci. —J. Beck

3 points.

AHIS V 3475x

Art and Culture of the Northern Renaissance

A consideration of the “reality effect” in the art of Campin, van Eyck, van der Weyden, and van der Goes; an analysis of pictorial meaning in terms of class and gender. —K. Moxey

Prerequisite: AHIS BC 1001, 1002 or equivalent or permission of instructor.

3 points. Not offered in 2005–06.

AHIS W 3833y

Architecture: 1750–1890

—B. Bergdoll

3 points. Not offered in 2005–06.

AHIS W 4626y

Tourism and the North American Landscape

Examines the relationship between 19th-century landscapes (paintings, photographs and illustrations) and tourism in North America. The semiotics of tourism, the tourist industry as patron/tourist as audience, and the visual implications of new forms of travel explored via the work of Cole, Moran, Jackson, and others. —E. Hutchinson

Prerequisite: Permission of instructor. Limited to 25.

3 points.

AHIS W 4480y

Art in the Age of the Reformation

The ways in which the culture and social functions of artistic production in Germany and the Netherlands were transformed as a consequence of the dissemination of the ideologies of humanism and the Reformation. —K. Moxey

3 points.

AHIS BC 3642x

North American Art and Culture

An examination of North American painting, sculpture, photography, graphic art and decorative arts from the Colonial Period until World War I. Artists discussed will include Benjamin West, John Singleton Copley, Thomas Cole, Lilly Martin Spencer, Harriet Powers, Rafael Aragon, Robert Duncanson, Frederick Church, Winslow Homer, Thomas Eakins, James MacNeill Whistler, Mary Cassatt, Thomas Moran, Henry Ossawa Tanner and Eadweard Muybridge. —E. Hutchinson

3 points.

AHIS C 3643x

The American City: Urban Form and City Planning

A survey of urban design, city planning, and civic culture in American cities from the colonial period to the present day, with emphasis on the physical form of New York, Chicago, Washington, D.C., and Los Angeles; the impact of the railroad and automobile; the rise of suburbia; urban renewal; and contemporary developments. —H. Ballon

3 points.

AHIS BC 3645

An Introduction to Islamic Architecture

This class is an introduction to the architecture of the Islamic world, from the advent of Islam in 632 CE until the modern era. Encompassing regions of Asia, Africa, and Europe primarily, the course explores themes such as commemoration, pilgrimage and imperialism, in order to initiate an understanding of the diversity and richness of Islamic architectural culture. —K. Rizvi

3 points Not offered in 2005–06.

AHIS BC 3652

Native American Art

This introduction to Native American art surveys traditions of painting, sculpture, ceramics, textiles, photography and architecture and traces the careers of “modern” Indian artists. Traces developments in Native arts in response to intertribal contact, European colonization and American expansion as a means of preserving culture and resisting domination. —Elizabeth Hutchinson

3 points.

AHIS BC 3650x**Native American Art I**

Introduction to Native American art of the woodlands, Arctic, and northwest coast regions from the period of European contact to the present and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses. —E. Hutchinson

3 points. Not offered in 2005–06.

AHIS BC 3651y**Native American Art II**

Introduction to Native American art of the plains, southwest, and California regions from the period of European contact to the present and to issues of historiography. Surveys painted, carved, tailored, and architectural works. Focuses on understanding the relationship between social organization and artistic expression, and cross-cultural discourses. —E. Hutchinson

3 points. Not offered in 2005–06.

AHIS BC 3655y**The Discourse of Public Art and Public Space**

An examination of the meaning of the term “public space” in contemporary debates in art, architecture, and urban discourse and the place of these debates within broader controversies over the meaning of democracy. Readings include Theodor Adorno, Vito Acconci, Michel de Certeau, Douglas Crimp, Thomas Crow, Jurgen Habermas, David Harvey, Fredric Jameson, Miwon Kwon, Henri Lefebvre, Bruce Robbins, Michael Sorkin, Mark Wigley, and Krzysztof Wodiczko.

—R. Deutsche Not offered in 2005–06.

3 points.

AHIS BC 3658x**History and Theory of the Avant-Garde**

Examines the idea and practice of artistic avant-gardism from the mid-19th to late 20th century. Explores the relationship of avant-garde artists and movements to the institutions of art and to political radicalism. Studies art historical theories of the modernist, historical, and neo-avant-gardes, as well as the relationship between postmodernism and avant-gardism. Considers critiques of avant-gardism from feminist and democratic points of view. —R. Deutsche

3 points.

AHIS BC 3673x**History of Photography**

Introduction to the history of European and American photography: the major movements and individual figures from the 1830s to the 1980s as well as theories and models of thinking about photography and its crucial authors. —B. Buchloh

3 points. Not offered in 2005–06.

AHIS BC 3674x**Art since 1945**

Introduction to the history of art in post-war Europe and the United States from 1945 to the present, emphasizing questions of methodology of modernist studies and the diversity of theoretical approaches. —B. Buchloh

3 points. Not offered in 2005–06.

AHIS BC 3675y**Feminism and Postmodernism in Contemporary Art**

Examines art and criticism of the 1970s and 1980s that were informed by feminist and postmodern ideas about visual representation. Explores postmodernism as (1) a critique of modernism, (2) a critique of representation, and (3) what Gayatri Spivak called “a radical acceptance of vulnerability.” Studies art informed by feminist ideas about vision and subjectivity. Places this art in relation to other aesthetic phenomena, such as modernism, minimalism, institution-critical art, and earlier feminist interventions in art. —R. Deutsche

3 points.

AHIS W 3600x

Nineteenth-Century Art

The Arts in Western Europe from 1789 to 1900; Neo-classic, Romantic, Realist, Impressionist, and Post-impressionist movements. —A. Higgonet

3 points.

AHIS W 3650y

Twentieth-Century Art

The major trends and sources of 20th-century painting, sculpture, and architecture, with special emphasis on an understanding of the cultural environment and related developments. —TBA

3 points.

AHIS W 3680y

Europe: Postwar Art, 1948–1968

An exploration of historical, theoretical, and artistic problems specific to the reflection on and production of visual culture after the Holocaust and WW II in Italy, Great Britain, France, and Germany. —B. Buchloh

3 points.

AHIS V 3895x, y

Introductory Colloquium: The Literature and Methods of Art History

An introduction to different methodological approaches to art history as well as a variety of critical texts by such authors as Wölfflin, Riegl, Panofsky, and Gombrich. —x: J. Crary; y: J. Beck

4 points.

AHWS BC 3123x

Women and Art

A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —N. Kampen

3 points.

AHIS W 3xxx

From Neoclassicism to Symbolism

—Cordula Grewe

3 points.

AHIS W 3xxx

Art for All? Art and Politics in the Wilhelmine Empire, 1871-1919

—Cordula Grewe

3 points.

AHIS G 4000y

Women and Self-Representation in Islamic Societies

—Kishwar Rizvi

4 points. Graduate lecture open to undergraduates with instructor's permission.

AHIS W 4631x

Feminist Theory and Art Practices

—C. Kiaer

3 points.

AHIS W 4155y
The Art and Archaeology of Ancient Mesopotamia

—Bahrani

3 points.

AHIS W 4661x
20th C Russian Art

—Kiaer

3 points.

AHIS W 4xxx
Indian painting

—Dehejia

3 points.

AHIS W 4xxx
Visions and Imagination in Chinese Painting

—Bob Harrist

4 points.

AHIS W 3908y
Topics In the Mediterranean Bronze Age: Ceramic Analysis

—Smith

4 points.

Seminars

Seminars have limited enrollment. Permission of the instructor is required for admission to all Barnard and Columbia seminars. In addition, it is strongly recommended that students seeking admission to a seminar have previously had a lecture course in the area. Students must sign up for Columbia seminars at 826 Schermerhorn.

AHIS BC3924
Representing Kingship in the Ottoman, Safavid and Mughal Courts

The sixteenth century witnessed the rise of three major empires of the early modern Islamic world, the Ottomans in Turkey, the Safavids in Iran, and the Mughals in India. This course will examine the competitive discourse between, and within, these great powers, by examining the imperial art and architecture commissioned by the ruling elite. —K. Rizvi

4 points. *Not offered in 2005–06.*

AHIS BC 3948x
The Visual Culture of the Harlem Renaissance

Introduction to the paintings, photographs, sculptures, films, and graphic arts of the Harlem Renaissance and the publications, exhibitions, and institutions involved in the production and consumption of images of African Americans. Focuses on impact of Black northward and transatlantic migration and the roles of region, class, gender, and sexuality. —E. Hutchinson

4 points.

AHIS BC 3949x
The Art of Witness: Memorials and Historical Trauma

Examines aesthetic responses to collective historical traumas, such as slavery, the Holocaust, the bombing of Hiroshima, AIDS, homelessness, immigration, and the recent attack on the World Trade Center. Studies theories about trauma, memory, and representation. Explores debates about the function and form of memorials. —R. Deutsche

Prerequisite: Intro to Art History or equivalent. Limited to 15. Permission of instructor required. Preference to seniors and Art History majors.

4 points.

AHIS BC 3951y

Contemporary Art and the Public Sphere

Critically examines contemporary debates about the meaning of public art and public space, placing them within broader controversies over definitions of urban life and democracy. Explores ideas about what it means to bring the term “public” into proximity with the term “art.” Considers the differing ideas about social unity that inform theories of public space as well as feminist criticism of the masculine presumptions underlying certain critical theories of public space/art. —R. Deutsche

Prerequisite: Intro to Art History or equivalent. Limited to 15. Permission of instructor required. Preference to seniors and Art History majors.

4 points. Not offered in 2005–06.

AHIS BC 3952x

Art and Mass/Popular/Everyday Culture: 1850 to the Present

Examines interactions between art in Europe and the United States during the 19th and 20th centuries, on the one hand, and non-art forms of culture that are called variously “mass,” “popular,” and “everyday” culture, on the other. Places art/mass culture interactions within the rise of bourgeois society, the invention of democracy, and relations of class, gender, sexuality, and race. Studies major critical theories and debates about the relationship between art and mass culture. —R. Deutsche

Prerequisite: Intro to Art History or equivalent. Limited to 15. Permission of instructor required. Preference to seniors and Art History majors.

4 points.

AHIS V 3933

Art in Early Medicean Florence (Travel)

—J Beck

4 points

AHIS BC 3957

1980s Feminism and Postmodernism in the Visual Arts

An examination of art and criticism that is informed by feminist and postmodern ideas about subjectivity in visual representation which first achieved prominence in the late 1970s and 1980s, exerting a profound influence on contemporary aesthetic practice. Explored in relation to earlier concepts of feminism, modernism, social art history, and “art as institution.” Artworks discussed include those of Barbara Kruger, Cindy Sherman, Louise Lawler, Krzysztof Wodiczko, Hans Haacke, Mary Kelly, and Catherine Opie, among others. —R. Deutsche

Prerequisite: Intro to Art History or equivalent. Limited to 15. Permission of instructor required. Preference to seniors and Art History majors.

4 points.

AHIS BC 3959x, 3960y

Senior Research Seminar

Independent research for the senior thesis. Students develop and write their senior thesis in consultation with an individual faculty adviser in art history and participate in group meetings scheduled throughout the senior year. —K. Moxey

Limited to senior majors.

3 points.

AHIS BC 3970y

Methods and Theories of Art History

An introduction to critical writings that have shaped histories of art, including texts on iconography and iconology, the psychology of perception, psychoanalysis, social history, feminism and gender studies, structuralism, semiotics, and post-structuralism. —A. Higonet, B. Buchloh

4 points.

AHIS BC 3999x, y
Independent Research

Independent research, primarily for the senior essay, under a chosen faculty adviser and with the chair's permission. —Staff
4 points.

AHIS BC 3921y
Reading the "Reality Effect"

—K. Moxey
4 points. Not offered in 2005–06.

AHIS C 3956y
Pieter Bruegel

—K. Moxey
4 points. Not offered in 2005–06.

AHIS BC 3985y
Introduction to Connoisseurship

Factors involved in judging works of art, with emphasis on paintings; materials, technique, condition, attribution; identification of imitations and fakes; questions of relative quality. —M. Ainsworth
Prerequisite: Permission of instructor. Limited to 15 students.
4 points.

AHIS C 3948x
Nineteenth-Century Criticism

Selected readings in philosophy and criticism of art with special emphasis on the problem of the observer in the context of 19th-century modernity. Texts by Diderot, Kant, Blake, Goethe, Hegel, Ruskin, Baudelaire, and Nietzsche. —J. Crary
4 points.

AHIS BC 3968x
Art Criticism

Contemporary art and its criticism written by artists (rather than by art historians or journalistic reviewers). Texts by Dan Graham, (Art and Language), Robert Smithson, Brian O'Dougherty, Martha Rosler, Barbara Kruger and others. Also, considers the art and writing of each artist together. —J. Miller
4 points.

AHIS W 4155
Mesopotamian Art and Archaeology

—Z. Bharani
4 points

AHIS BC 3031y
Imagery and Form in the Arts

The operation of imagery and form in dance, music, theatre, visual arts, and writing; students are expected to do original work in one of these arts. Concepts in contemporary art will be explored. —J. Snitzer
3 points.

M 5:00–6:00. Artsforum

Artsforum is an informal weekly meeting with professionals in the arts.

AHIS W 39xx
Renaissance/Baroque Architecture

—Benelli
4 points.

AHIS W 39xx
Art and Performance in 19th Century France
 —Harkett
 4 points.

AHIS W 39xx
Robert Moses and the Modern City
 —Ballon
 4 points

AHIS W 39xx
House and Garden in 18th C England
 —Di Palma
 4 points.

AHIS W 39xx
Russian Avant-Garde
 —Kiaer
 4 points.

AHIS W 39xx
The Structure of the Andean City
 —Pasztor
 4 points.

AHIS W 39xx
Turner
 —Schama
 4 points.

AHIS W 39xx
The Artist Reading: Illustration in the 19th C
 —Grewe
 4 points.

Studio Courses in Art

Studio courses 2003x, 2004y, 2005x, 2006y, 2007x, 2008y are given at Barnard. Enrollment is limited and students must sign up in advance. Other studio courses are given at the School of the Arts, in Dodge Hall, and students may register for these only with written permission of the department chair. Classes are limited in size. Students who wish to enter the Columbia courses are required to apply for space in 305 Dodge Hall during the pre-registration period prior to each term. Model fees range from \$20 to \$45. For students other than those majoring in Art History with Visual Arts concentration, a maximum of four courses of studio work may be credited toward graduation.

AHIS BC 2005x, 2006y, 2007x, 2008y
Painting

Basic understanding of the visual representation of space, color, and form are developed by setting specific tasks to be executed in oil painting. Class work will include drawing and painting from the model as well as still-life arrangements. Emphasis is on the painting methods and techniques used historically in Realism, Expressionism, and Abstraction. Students are encouraged to develop oral and written skills through weekly discussions and assignments that accompany the examination of visual art. No prior experience is necessary. —J. Snitzer
 2 points.

AHIS BC 2001x

Introduction to Drawing

An introduction to drawing as an open-ended way of working and thinking. Primarily a workshop, augmented by slide lectures and field trips. Throughout semester, student's work discussed one-on-one with instructor and as a group. Starting with figure drawing, drawing investigated as a practice involving diverse forms of visual culture. —J. Miller

Limited to 16.

2 points.

AHIS BC 3530x

Advanced Studio

An interpretive study of the theoretical and critical issues in visual art. Projects that are modeled after major movements in contemporary art will be executed in the studio. Each student develops an original body of artwork and participates in group discussions of the assigned readings. —J. Snitzer

Prerequisites: Primarily for Art History/Visual Art majors. Open to others by permission of the instructor.

3 points.

Study Abroad: Columbia University in Paris

For additional information on courses offered at Reid Hall in Paris, see the *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or www.ce.columbia.edu/paris.

ASIAN AND MIDDLE EASTERN CULTURES

321 Milbank Hall

854-2125, 5416, 5540
www.barnard.edu/amec

Associate Professor: Rachel Fell McDermott (Chair), Guobin Yang

Assistant Professors: David Moerman, Wiebke Denecke

Term Assistant Professor: Andrew Schonebaum

Other officers of the University offering courses listed below:

John Mitchell Mason Professor Emeritus and Special Service Professor: William Theodore de Bary

Shincho Professor Emeritus and Special Service Professor: Donald Keene

Professors: Muhsin Al-Musawi, Paul J. Anderer, Peter J. Awn (Religion), Richard Bulliet (History), Pierre Cachia (Senior Scholars Program), Myron Cohen (Anthropology), Hamid Dabashi, Vidya Dehejia (Art History), Nicholas Dirks (Anthropology), Mason Gentzler (Senior Scholars Program), Carol N. Gluck (History), Jahyun Kim Haboush, Robert Harrist (Art History), John S. Hawley (Religion), Robert Hymes, Dorothy Ko (History), Dan Miron, Frances Pritchett, Morris Rossabi (Visiting), George Saliba, Conrad Schirokauer (Senior Scholars Program), Alan Segal (Religion), Haruo Shirane, Henry D. Smith, Michael Stanislawski (History), Robert A. F. Thurman (Religion), Arthur Tiedmann, Gauri Vishwanathan (English and Comparative Literature), David D.W. Wang, David Weiss Halivni (Religion), Pei-yi Wu (Senior Scholars Program), Marc Van De Mieroop, Madeleine Zelin

Associate Professors: Aaron Andrew Fox (Music), Marc Nichanian, Gregory Pfugfelder, Wei Shang, Tomi Suzuki

Assistant Professors: Wendi L. Adamek (Religion), Gil Anidjar, Charles Armstrong, Janaki Bakhle, Theodore Hughes, Eugenia Lean, Feng Li, David Lurie, Joseph Massad, Adam McKeown (History), Kishwar Rizvi (Art History), Nader Sohrabi, Wendy Swartz, Neguin Yavari (Religion)

The primary aim of Asian and Middle Eastern Cultures is to introduce major Asian civilizations and their works and values as a means of expanding knowledge of the varieties and unities of human experience. The General Courses below are designed for any student, whatever her major interests, who wishes to include knowledge of Asian life in her education.

The satisfactory completion of one of the following courses offered in the departments of East Asian Languages and Cultures and Middle East Languages and Cultures satisfies the college requirements in the respective languages: Akkadian G 4113 *Intermediate Akkadian*; Arabic W 1215 *Intermediate Arabic*; Armenian W 1313 *Intermediate Armenian*; Bengali W 1202 *Intermediate Bengali*; Chinese C 1202 or F 1202 *Intermediate Chinese* (second stage); Hebrew W 1513 *Intermediate Modern Hebrew*; Hindi-Urdu W 1613 *Intermediate Hindi-Urdu*; Japanese C 1202 or F 1202 *Intermediate Japanese* (second stage); Iranian W 1713 *Intermediate Modern Persian*; Korean W 1202 *Intermediate Korean*; Sanskrit W 4813 *Intermediate Sanskrit*; Tamil 1202 *Intermediate Tamil*; Tibetan W 4413 *Intermediate Tibetan*; or Turkish W 1913 *Intermediate Turkish*.

Literature courses in the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures in which readings are in the original languages may be used to fulfill the Barnard distribution requirements only with the permission of the Chair of Asian and Middle Eastern Cultures.

Students who wish to enter Chinese, Japanese, or Korean language courses above the introductory level *must* pass a language placement test before registering. Placement exams are given during the week *before* classes begin—contact the Department of East Asian

Languages and Cultures (407 Kent) for exact dates. For placement above the introductory level in Arabic, Armenian, Bengali, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish, contact the Department of Middle East and Asian Languages and Cultures (602 Kent). All students wishing to enter the Hebrew language program or wishing exemption from the Hebrew language requirement must take a placement test. Contact the Department of Middle East and Asian Languages and Cultures (602 Kent) for details.

REQUIREMENTS FOR THE MAJOR

A student who plans to major in Asian and Middle Eastern Cultures is advised to consult a member of the department in the Spring term of her first year in order to be sure to plan for an appropriate sequence of language study.

To major in Asian and Middle Eastern Cultures, a student will choose to follow one of two tracks, East Asian or Middle East and South Asian.

The East Asian Track

The major requires a minimum of 10 courses (if a student has already satisfied the language requirement from the beginning) or more (if she starts the language requirement from the beginning). The requirements include:

1) Language:

Three years of Chinese, Japanese, or Korean, or the proficiency equivalent (to be demonstrated by a placement examination).

2) Core Courses:

Asian Humanities and	V 3400	<i>Colloquium on Major Texts</i>
Two of the following survey courses:		
Asian Civilizations—East Asia	V 2002	<i>Introduction to Major Topics in Asian Civilizations: East Asia</i>
Asian Civilizations	V 2359	<i>Introduction to the Civilization of China</i>
Asian Civilizations	V 2361	<i>Introduction to the Civilization of Japan</i>
Asian Civilizations	V 2363	<i>Introduction to the Civilization of Korea</i>

3) **Disciplinary Courses:** Three courses, to be chosen in consultation with the adviser. Because Asian studies is an area-study rather than an academic discipline, it is important that the student also develop competence in a particular discipline. She is therefore asked upon entering the major to choose from among the following: history, literature, philosophy, religion, art history, anthropology, political science, or economics. Typically, one of the courses taken in satisfaction of the disciplinary requirement will be a basic introductory or methodology course, and the other two will be in East Asia-related courses in the discipline. Under certain circumstances the adviser may approve a combination of two basic courses and one East Asia-related course; courses in closely related disciplines may also be substituted with the approval of the adviser. However, if a student chooses one or two disciplinary courses that are not specifically Asia-related, these courses will be considered qualifying in terms of the disciplinary requirement, but not as counting toward the 10-course minimum for the major. Only those courses that are Asia-related are considered to count toward this 10-course minimum.

Majors specializing in history should take *Historiography of East Asia* (East Asian W 4103y), those specializing in literature should take *Literary and Cultural Theory East and West* (East Asian W 4101y), and those specializing in the social sciences should

take *Critical Approaches to East Asia in the Social Sciences* (East Asian W 4---y). These three courses are offered in the Spring term and should normally be taken in the junior year.

4) Elective Courses: Two courses related to East Asia, to be chosen in consultation with the adviser.

5) Research in East Asian Studies V 3999y, to be taken in the junior year.

6) Senior Paper: Each student is expected to prepare a research paper or an annotated English translation of an East Asian text. The paper should be in the chosen disciplinary field and will be written in the senior year in *Senior Thesis* (East Asian W 3901x or y) in consultation with an appropriate faculty adviser. All students, except those on study leave in the Autumn, should enroll for the Autumn term. Under special circumstances, with the adviser's approval, the senior paper may be written in conjunction with Asian Studies BC 3999, *Independent Study*.

Note that in all East Asian language courses, the minimum grade required to advance from one level to the next is B-.

The Middle East or South Asian Track

A minimum of 13 courses is required, including:

Asian Humanities	V 3399x,y	<i>Colloquium on Major Texts</i>
Middle East & South Asia	MDE W 3000x	<i>Theories of Culture: Middle East and South Asia</i>

Two of the following courses:

Asian Civilizations--Middle East	V 2001	<i>Introduction to Major Topics in Asian Civilizations: The Middle East and India</i>
Asian Civilizations--Middle East	V 2003x	<i>Introduction to Islamic Civilization</i>
Asian Civilizations--Middle East	V 2008y	<i>Contemporary Islamic Civilizations</i>
Asian Civilizations--Middle East	V 2357x	<i>Introduction to Indian Civilizations</i>

Four to six courses of an appropriate language (Akkadian, Arabic, Armenian, Bengali, Hebrew, Hindi-Urdu, Panjabi, Persian, Sanskrit, Tamil, Tibetan, or Turkish), selected in consultation with the adviser.

A minimum of five courses chosen as a concentration. The concentration may be in the languages and cultures of ancient Semitic, Arabic, Armenian, Hebrew, Indic, Iranian, Persian, or Turkish.

A senior thesis, to be written under the supervision of a faculty member chosen in consultation with the adviser. Students whose sole major is Asian and Middle Eastern Cultures should take two semesters of Independent Study (ASST BC 3999x/y) with their advisor for the purposes of producing the thesis. Students who are double-majoring in a second department that requires a group seminar should enroll in that seminar and work with the AMEC advisor on the side.

The courses listed under Middle East and South Asia below represent a selection among those required in one or another of the concentrations. Students should consult the Middle East and Asian Languages and Cultures department office in 602 Kent Hall for a complete list of course offerings. Also see the note on graduate courses at the end of this section.

No minor is offered in Asian and Middle Eastern Cultures.

COURSES OF INSTRUCTION

Courses in Asian Civilizations

Asian Civilizations—Middle East ASCM V 2001y

Introduction to Major Topics in Asian Civilizations: The Middle East and India

Interdisciplinary and topical approach to major issues and phases of Asian civilizations and their role in the contemporary world. —Staff

4 points. TBA

Asian Civilizations—East Asian ASCE V 2002x or y

Introduction to Major Topics in Asian Civilization: East Asia

An interdisciplinary and topical approach to major issues and phases of East Asian civilizations and their role in the contemporary world. —W.T. de Bary, Mason Gentzler, C. Schirokauer, David Moerman, and Staff

4 points. x: Sec. 1: TuTh 10:35–11:50; Sec. 2: TuTh 10:35–11:50; Sec. 3: MW 10:35–11:50;
Sec. 4: MW 11:00–12:15; Sec. 5: MW 6:10–7:25
y: Sec. 1: TuTh 10:35–11:50; Sec. 2: MW 6:10–7:25; Sec. 3: MW 1:10–2:25;
Sec. 4: MW 10:35–11:55; Sec. 5: MW 10:35–11:50

Asian Civilizations—Middle East ASCE V 2003x

Introduction to Islamic Civilization

Islamic civilization and its characteristic political, social, and religious institutions and intellectual traditions from its pre-Islamic Arabian setting to the present. —N. Radwan

4 points. MW 1:10–2:25

Asian Civilizations—Middle East ASCM V 2008y

Contemporary Islamic Civilizations

A survey of the contemporary intellectual currents in Islamic societies, with a special emphasis on the societies of the Middle East and on the cultural issues not covered in the course in classical Islamic civilization through focus on texts of the contemporary period. —N. Radwan

4 points. MW 1:10–2:25

Asian Civilizations—Middle East ASCE V 2357x

Introduction to Indian Civilizations

An introduction to Indian civilization with attention to both its unity and its diversity across the Indian subcontinent. Consideration of its origins, formative development, fundamental social institutions, religious thought and practice (Vedic, Buddhist, Jain, Hindu, Muslim, and Sikh), literary and artistic achievements, and modern challenges. —R. McDermott

3 points. TuTh 9:10–10:25

Asian Civilizations—East Asian ASCE V 2359x, y

Introduction to East Asian Civilizations: China

The evolution of Chinese civilization from ancient times to the 20th century, with emphasis on characteristic institutions and traditions. —x: A. Schonebaum; y: W. Denecke

3 points. x: MW 2:40–3:55; y: MW 2:40–3:55

Asian Civilizations—East Asian ASCE V 2361x, y

Introduction to East Asian Civilizations: Japan

The development of Japanese society and culture with special attention to national self-image and values as revealed in thought, institutions, and literature. —x: G. Pflugfelder; y: D. Moerman

3 points. x: MW 6:10–7:25; y: TuTh 10:35–11:50

Asian Civilizations—East Asian ASCE V 2363y

Introduction to Asian Civilizations: Korea

The evolution of Korean society and culture, with special attention to Korean values as reflected in thought, literature, and the arts. —T. Hughes

3 points. TuTh 2:40–3:55; recitation M 12–12:50

Courses in Asian Humanities

Asian Humanities AHUM V 3399x, y–V 3400x, y **Colloquium on Major Texts**

Readings in translation and discussion of texts of Middle Eastern, Indian, Chinese, Korean, and Japanese origin, including (V 3399): the *Qur'an*, Islamic philosophy, Sufi poetry, the *Upanishads*, Buddhist sutras, the *Bhagavad Gita*, Indian epics and drama, Gandhi's autobiography; (V 3400): the *Analects* of Confucius, Mencius, Lao Tzu, Chuang Tzu, the *Lotus Sutra*, *Dream of the Red Chamber*, *Tale of Genji*, Zen literature, Noh plays, *bunraku* puppet plays, and Chinese and Japanese poetry. (Asian Humanities V 3399–3400 form a sequence, but either may be taken separately. V 3399 may also be taken as part of a sequence with Asian Humanities W 3331; V 3400 may also be taken as part of a sequence with Asian Humanities V 3830.) —P. Anderer, W.T. de Bary, P. Cachia, D. Lurie, R. McDermott, D. Moerman, T. Purohit, A. Schonebaum, W. Shang, T. Suzuki, W. Swartz, and staff
4 points.

Asian Humanities AHUM W 4027x–4028y **Colloquium on Major Works of Chinese Philosophy, Religion, and Literature**

Reading in translation and discussion of major works of Chinese philosophy, religion, and literature, including important texts of x: the Confucian, Taoist, Mohist, Legalist, Huang-Lao, and Neo-Taoist traditions and recently discovered texts; and y: the Buddhist and Neo-Confucian traditions. —x, y: Staff

Prerequisite: AHUM V 3400, ASCE V 2359, or ASCE V 2002. *Asian Humanities W 4027–4028 forms a sequence, but either may be taken separately.*
4 points. Not offered in 2005–06.

Asian Humanities AHUM W 4029x **Colloquium on Major Works of Japanese Thought**

Extends the work begun in Asian Humanities V 3400 by focusing on reading and discussion of major works of Japanese philosophy, religion, and literature from earliest times to the 12th century. —W.T. de Bary

Prerequisite: AHUM V 3400, ASCE V 3002, ASCE V 3361, or the equivalent.
4 points. Not offered in 2005–06.

Asian Humanities AHUM W 4030y **Colloquium on Major Works of Japanese Thought**

—W.T. de Bary
Prerequisite: AHUM V 3400, ASCE V 3002, ASCE V 3361, or the equivalent.
4 points. Not offered in 2005–06.

Asian Humanities AHUM V 3830x **Colloquium on Modern East Asian Texts**

Exploration of the modern East Asian traditions through intensive reading of literary masterpieces by Lu Xun, Shen Congwen, Akutagawa Ryunosuke, Kawabata Yasunari, Hyon Ching-gon, Choi Inhoon, etc. Emphasis is on cultural/intellectual issues and their manifestations in literary forms. Knowledge of the original languages is not required. —T. Suzuki
AHUM V 3400 is strongly recommended as background.
4 points. Not offered in 2005–06.

Interdepartmental Seminar INSM W 3920x–W 3921y **Nobility and Civility Seminar**

—W.T. de Bary
4 points. 2:10–4:00

Asian Humanities–Music AHMM V 3320x **Introduction to the Music of East Asia and Southeast Asia**

3 points. TuTh 6:10–8:00

Asian Humanities–Music AHMM V 3321y
Introduction to the Music of India and West Asia

—A. Fox

3 points. TuTh 6:10–8:00

Asian Humanities AHUM V 3340x, y
Masterpieces of Art in China, Japan, and Korea

—D. Delbanco and staff

3 points. x: MW 10:35–11:50; y: TBA

Asian Humanities AHUM V 3342x
Masterpieces of Islamic and Indian Art

—V. Dehejia

3 points. TuTh 11:00–12:15

Courses in Theory, Method, and Writing

Middle East & South Asia MDES W 3000x
Theories of Culture: Middle East and South Asia

A critical introduction to theories of culture as they are related to the Middle East and South Asia. Enables students to articulate their emerging knowledge of these two regions and cultures in a theoretically informed language. —G. Anidjar

Required of all majors. Limited to 35 students.

4 points. M 4:10–6:00

East Asian EAAS W 3901x
Senior Thesis

Senior seminar required of all majors in East Asian Studies. —G. Pflugfelder

Senior majors only

3 points. TBA

East Asian EAAS V 3999y
Research in East Asian Studies

Introduces students to research and writing techniques and requires preparation of a senior thesis proposal. Required for juniors who are East Asian majors. —G. Pflugfelder

1 point. TBA

Comparative Literature–East Asian EAAS W 4101y
Literary and Cultural Theory East and West

Designed to familiarize students with major paradigms of contemporary literary and cultural theory to generate critical contexts for analyzing East Asian literature and culture in a comparative framework. Takes up a wide but interrelated range of issues, including feminist criticism, film theory, postcolonialism, social theory, postmodernism, and issues of national and ethnic identity. —T. Hughes

3 points. Th 4:10–6:00

East Asian EAAS W 4890y
Historiography of East Asia

Major issues in the practice of history illustrated by critical reading of important historical work on East Asia. —Instructor TBA

Two-hour seminar plus additional one-hour workshop in bibliography and research methods. Designed primarily for majors in East Asian Studies in their junior year. Instructor permission required for others.

3 points. T 11–12:50

East Asian EAAS W 4---y
Critical Approaches to East Asia in the Social Sciences

Introduces students to social science research on East Asia (primarily China, Korea, and Japan) by examining, first, the role of culture and the state in East Asian development and, second, the social and political consequences of economic development. —G. Yang

3 points. T 4:10–6:00

Asian Studies ASST BC 3999x, y
Independent Study

Specialized reading and research projects planned in consultation with members of the Asian and Middle Eastern Cultures teaching staff. —Staff

Open to majors who have fulfilled basic major requirements on written permission of the staff member who will supervise the project.

4 points.

East Asian, General and Comparative

History—East Asian HSEA W 3898y
The Mongols in History

—M. Rossabi

3 points. W 2:10–4:00

History—East Asian HSEA W 3718y
Nation, Race, and Empire in East Asia

—C. Armstrong

3 points. Not offered in 2005–06.

History—East Asia HSEA W 3891x
The Asia-Pacific Wars, 1931-1975

—C. Armstrong

3 points. Not offered in 2005–06.

History—East Asia HSEA W 4902x
World War Two

—C. Gluck

4 points. Not offered in 2005–06.

History—East Asia HSEA W 3997x
World War Two in History and Memory

—C. Gluck

3 points. Not offered in 2005–06.

History—East Asia HSEA W 4918y
Smuggling, Drugs, and States

—A. McKeown

4 points. Not offered in 2005–06.

History-East Asia HSEA W 49—x
International Law in East Asia

—A. McKeown

4 points. T 4:10-6:00

East Asian EAAS W 4000x
History of East Asian Writing

—D. Lurie

3 points. Not offered in 2005–06.

East Asian—Religion RELI V 1102x
Self and Society in Asian Religions

—W. Adamek

3 points. Not offered in 2005–06.

Religion RELI V 2608y
Buddhism: East Asian

—P. Wu

3 points. TuTh 4:10–5:25

East Asian—Religion RELI W 4830y
Pilgrimage in Asian Religious Practices

—J. Hawley and D. Moerman
3 points. Not offered in 2005–06.

Asian Civilizations HRTS W 4320x
Human Rights and Social Justice

Considers issues of human rights through cross-national and cross-cultural studies of modern Asia.
—Staff
4 points. Not offered in 2005–06.

East Asian, China

History – East Asia HSEA W 4---y
History of Ancient China to the End of Han

—F. Li
3 points. Th 2:10-4:00

History—East Asia HSEA W 3880x–W 3881y
History of Modern China

W 4835x—The Late Imperial Age: China's international development and foreign contacts from 1600–1911. W 4836y—The Period of the Republic: Political, social, and intellectual developments from 1911 to 1949, which resulted from domestic crisis and foreign pressures. —x: M. Zelin; y: E. Lean
3 points. x: TuTh 10:35–11:50; y: TuTh 4:10–5:25

East Asian EAAS V 3310
Rebellion and Revolution in Modern China

—M. Zelin
3 points. Not offered in 2005–06.

History—East Asia HSEA V 3430x
A Cultural History of “Revolution” in 20th-Century China

3 points. Not offered in 2005–06.

History—East Asia HSEA W 4---x
Civil Society, Public Sphere, and Popular Protest in Contemporary China

A systematic and critical assessment of the developments and challenges of civil society in reform-era China by focusing on civic associations, public sphere, and popular protest.

—G. Yang
4 points. W 4:10-6:00

History—East Asia HSEA V 3450y
China's Sprouts of Capitalism

—M. Zelin
3 points. Not offered in 2005–06.

History—East Asia HSEA W 4884x
Economic History of Modern China

—M. Zelin
3 points. W 4:10-6:00

History—East Asia HSEA W 4871x
Seminar on the City in Modern China

—E. Lean
4 points. Th 4:10-6:00

History—East Asia HSEA W 4891y**Law in Chinese History**

—M. Zelin

4 points. Not offered in 2005–06.

History HIST BC 3861**Chinese Cultural History**

—D. Ko

3 points. TuTh 5:40-6:55

History—East Asian HSEA V 3650y**Family in Chinese History**

—R. Hymes

Prerequisite: AME V 2359

3 points. Not offered in 2005–06.

History—East Asian HSEA W 4886x**Gender, Passions, and Social Order in China since 1500**

—E. Lean

3 points. Not offered in 2005–06.

East Asian EAAS W 4031x**Introduction to the History of Chinese Literature (Beginning to 900)**

—P. Wu

3 points. M 4:10-6:00

East Asian EAAS V 3315x**Literature and Film in Modern China**

3 points. TuTh 4:10–5:25; plus film screening period Th 6:10–8:00.

Art History AHIS V 3201y**Arts of China**

A survey of major arts of ceramics, bronzes, jades, painting, and calligraphy. Museum laboratory sessions. —R. Harrist

3 points. MW 4:10–5:25

Anthropology—East Asia ANTH V 3014x**East Asian Societies and Cultures**

—M. Cohen

3 points. TuTh 2:40-3:55

Anthropology—East Asia ANTH V 3015y**Chinese Societies and Cultures**

—M. Cohen

3 points. TuTh 2:40-3:55

Anthro-East Asia ANTH V 3035y**Religion in Chinese Society**

—M. Cohen

3 points. Not offered in 2005–06.

Anthro-East Asia ANTH V 3912y**Ethnographic China**

—M. Cohen

4 points. Not offered in 2005–06.

Religion RELI V 2640x**Chinese Religious Traditions**

—P. Wu

3 points. Not offered in 2005–06.

Chinese—History EAAS V 3418x

Gods, Ghosts, and Ancestors: Social History of Chinese Religion

—R. Hymes

3 points. W 4:10–6:00

Religion RELI V 3630y

Taoism

—W. Adamek

4 points. Not offered in 2005–06.

Religion-East Asia RELI W 4040x

Women and Buddhism in China

—C. Yu

4 points. T 4:10–6:00

East Asian EAAS V 3----x

Cultural History of Medicine in China

Focus on key transitions in Chinese medicine, Daoist approaches to healing and longevity, “Scholar Physicians,” and traditional Chinese medicine in modern China. —A. Schonebaum

4 points. T 4:10–6:00

East Asian, Japan

History-East Asia HSEA W 4820x

Japan Before Tokugawa

—D. Lurie

3 points. Not offered in 2005–06.

History—East Asia HSEA W 4870x

Japan Before 1600

—D. Lurie

3 points. Not offered in 2005–2006.

History-East Asian HSEA W 3870x

Japan in the 19th Century

—H. Smith

3 points. Not offered in 2005–2006.

History-East Asian HSEA W 3871y

Japan in the 20th Century

—Instructor TBA

3 points. Not offered in 2005–06.

History-East Asian HSEA W 4845x

Master Narratives and Epochal Moments in Modern Japanese History

—C. Gluck

4 points. Not offered in 2005–06.

History-East Asian HSEA W 3876y

Ideas and Society in Modern Japan, 1600–2004

—C. Gluck

3 points. Not offered in 2005–06.

East Asian EAAS V 3360y
Ozu, Mizoguchi, Kurosawa

—P. Anderer

3 points. Not offered in 2005–06.

East Asian EAAS V 3613y
Buildings and Cities in Japanese History

—H. Smith

3 points. Not offered in 2005–06.

East Asian EAAS W 3878y
Who Is the Samurai?

—G. Pflugfelder

3 points. MW 6:10–7:25

East Asian EAAS W 3338y
A Cultural History of Japanese Monsters

—G. Pflugfelder

3 points. Not offered in 2005–06.

East Asian EAAS W 4115x
Japanese Literature: Beginning to 1900

—H. Shirane

3 points. Not offered in 2005–06.

Art History—East Asia AHIS W 3981x
Visual Culture of the Tale of Genji

—H. Shirane and M. McCormick

4 points. Not offered in 2005–06.

East Asian EAAS W 3334x
Introduction to Modern Japanese Literature

—P. Anderer

3 points. Not offered in 2005–06.

East Asian EAAS V 3615x
Japanese Literature and Film

—P. Anderer

3 points. Not offered in 2005–06.

East Asian EAAS V 3660x
Kurosawa Seminar

—P. Anderer

3 points. Not offered in 2005–06.

East Asian EAAS V 3405y
Women in Japanese Literature: Love, Sexuality, and Gender

—T. Suzuki

3 points. Not offered in 2005–06.

East Asian Religion EAAS W 4109y
Japanese Religious Landscapes: Practices and Representations

An examination of the concept of landscape in Japanese religious culture, focusing on the ways in which physical and imaginary landscapes were represented, in theory and practice, in literature, art, and ritual. Topics to be explored include cosmology, pilgrimage, and syncretism, and the relationship such world views have on politics, gender, and social institutions. —D. Moerman

Prerequisite: One course on Japanese or East Asian cultures or Art History or permission of the instructor.

3 points. T 2:10–4:00

Religion RELI V 3613y
Japanese Religious Tradition

—Staff

3 points. Not offered in 2005–06.

East Asian, Korea

History—East Asia HSEA W 4869y
Culture and Society of Choson Korea, 1392-1910

—J. Haboush

3 points. T 4:10-6:00

History—Korean HSEA W 3862x
The History of Korea to 1900

—J. Haboush

3 points. Not offered in 2005–06.

History—East Asian HSEA W 3863y
The History of Modern Korea

—C. Armstrong

3 points. MW 10:35–11:50

East Asian EAAS V 3215x
Korean Literature and Film

—T. Hughes

3 points. MW 1:10-2:25 plus film screening T 7:00-9:00

Southeast Asian

History—East Asia HSEA W 3882x
Introduction to Modern Southeast Asian History

—Instructor TBA

3 points TuTh 1:10-2:25

History HIST W 4865x
The Vietnam War as International History

—C. Armstrong

4 points TBA

South Asian

EAAS G 4618x
Biography, Memory, and Modern Tibet: The Reading and Writing of Life Stories

—R. Barnett.

3 points. Not offered in 2005–06.

Tibetan TIBT W 4550y
Understanding Modern Tibet

—R. Barnett

3 points. TuTh 2:40–3:55

East Asian EAAS W 4557x
Envisioning the Snowland: Film and TV in Tibet and Inner Asia

—R. Barnett

3 points. M 2:10-4:00

Religion RELI V 2607x
Buddhism: Indo-Tibetan

—R. Thurman
3 points. Tu Th 4:10–5:25

Religion RELI V 3000y
Buddhist Ethics

—R. Thurman
3 points. TuTh 4:10–5:25

HSME W 3650y
Gandhi's India

—J. Bakhle
3 points. Not offered in 2005–06.

South Asia MDES W3004y
Islam in South Asia

Assumes no previous background in Islam and South Asian studies. —F. Pritchett
3 points. MW 2:40–3:55

History MDES W 4640
Art and Aesthetics in Colonial India

—J. Bakhle
3 points. Not offered in 2005–06.

Asian Studies—Religion ASRL W4660y
Judaism and Christianity in South Asia

Introduces indigenous traditions of Judaism and Christianity in the subcontinent, focusing on history, diversity, interactions with Hindus and Muslims, and contemporary controversies. South Asian Jews and Christians in the diaspora, especially New York, also highlighted.

—R. McDermott
An academic background in Judaism, or Christianity, or Hinduism/Indian history is highly recommended.
3 points. TTh 9:10–10:25

Asian Studies ASST W 4001y
History, Literature, and Culture of Bengal

An introduction to the history, literature, and culture of West Bengal and Bangladesh. Attention given to important figures, ideological trends, and social structures; Bengali texts in translation; and recent studies on Bengal. Lectures supplemented by slides and films. Introduction to Indian civilization, or the equivalent, is recommended as background. —R. McDermott
3 points. Not offered in 2005–06.

Religion RELI V 2205x
Hinduism

—J. Hawley
3 points. TuTh 2:40–3:55

Religion RELI V 2601y
Philosophies of India

—P. Bilimoria
3 points. TBA

Religion RELI 3804y, Sec. 14
Krishna

—J. Hawley
4 points. Not offered in 2005–06.

Asian Studies—Religion ASRL V 3974y

Hindu Goddesses

Study of a variety of Hindu goddesses, focusing on representative figures from all parts of India and on their iconography, associated powers, and regional rituals. Materials are drawn from textual, historical, and field studies, and discussion includes several of the methodological controversies involving interpretation of goddess worship in India. —R. McDermott

Prerequisite: One course in Indian culture or religion or permission of the instructor.

4 points. Not offered in 2005–06.

Asian Studies—Religion ASRL W 3772y

Perspectives on Evil and Suffering in World Religions

Exploration of the problems of evil and suffering in Christianity, Judaism, Hinduism, and Confucianism, with attention to such questions as what is “evil,” why it exists, how suffering fits into the religious world view, and how religious people cope with threats to their analytic capacities, powers of endurance, and moral insight. Draws on classical texts, myths, and modern fieldwork. —R. McDermott

3 points. Not offered in 2005–06.

Religion RELI V 3803x Sec. 63

Religious Worlds of New York

—J. Hawley and C. Bendar

3 points. Not offered in 2005–06.

Religion RELI 4615y

Hinduism Here

—J. Hawley

4 points. Not offered in 2005–06.

Middle Eastern

Ancient Studies ANCS W 4001x

Ancient Empires

—T. D’Altroy, M. Van De Mieroop

3 points. Not offered in 2005–06.

History HIST W 1002y

Ancient History of Mesopotamia and Anatolia

—M. Van De Mieroop

3 points. TTh 5:40–6:55

History HIST W 1004x

Ancient History of Egypt

—M. Van De Mieroop

3 points. Not offered in 2005–06.

History HSME W 3854x

East Mediterranean in the late Bronze Age

—M. Van de Mieroop

3 points. W 4:10–6

History MDES W 4950y

Late Ottomam State and Society

—N. Sonrabi

3 points. Not offered in 2005–06.

Comparative Literature—Middle East CLME W 4322x

Literature and Catastrophe

—M. Nichanian

3 points. Not offered in 2005–06.

Comparative Literature–Middle East CLME W 4031y
Cinema and Society in Asia and Africa

—H. Dabashi

3 points. Not offered in 2005–06.

Anthropology–Middle East ANTH V 3465y
Women and Gender Politics in the Muslim World

—L. Abu-Lughod

3 points. MW 2:40–3:55

Asian Civilizations–Middle East CLME W 3042y
Palestinian and Israeli Politics and Society

—J. Massad

3 points. Not offered in 2005–06.

Islamic–Science MDES W 3750y
Islam, Science, and the West

—G. Saliba

3 points. Not offered in 2005–06.

Religion RELI V 2630y
Islam

—P. Awn

3 points. MW 5:40–6:55

Religion RELI V 3803x
Seminar on Religious Thought: The Qur'an

—N. Yavari

4 points. W 11:00–1:00

Religion RELI V 3804y
Seminar on Religious Thought: Orality and Textuality in Islam

—N. Yavari

4 points. Not offered in 2005–06.

Religion RELI W 4635y
The Legal Culture of Islam

—N. Yavari

3 points. W 11:00–1:00

Religion RELI 3635x
History of Sufism

—P. Awn

3 points. Not offered in 2005–06.

Religion RELI V 3803x, Sec. 36
Seminar on Classical Sufi Texts

—P. Awn

4 points. TBA

Art History AHIS BC 3340x
Introduction to Islamic Art

—K. Rizvi

3 points. MW 11–12:15

Hebrew MDES W 3541x
Zionism: A Cultural Perspective

—D. Miron

3 points. MW 2:40–3:55

Hebrew MDES W 3540y
Introduction to Israeli Culture

Reading proficiency in Hebrew not required. —D. Miron
3 points. Not offered in 2005–06.

Comparative Literature–Middle East CLME W 3524y
Contemporary Israeli Fiction

—G. Anidjar
3 points. Not offered in 2005–06.

Comparative Literature–Middle East CLME W 4520y
New Israeli Writing

—G. Anidjar
4 points. Not offered in 2005–06.

Comparative Literature–Middle East CLME W 4322x
Literature of Catastrophe

—D. Miron
3 points. MW 2:40-3:55

Religion RELI V 3349x
Jewish Family Law

—D. Halivni
3 points. Not offered in 2005–06.

Comparative Literature–Middle East CLME W 4353x
The Future of Law from Antigone to Auschwitz

—M. Nishanian
3 points. Not offered in 2005–06.

Religion RELI V 2505x
Introduction to Judaism

—A. Segal
3 points. MW 11-12:15

Religion RELI V 3201x
Hebrew Bible

—A. Segal
3 points. Not offered in 2005–06.

Religion RELI V 3210y
Religion in the Time of Jesus

—A. Segal
3 points. Not offered in 2005–06.

Religion RELI V 3355y
Development of Jewish Holidays

—D. Halivni
3 points. Not offered in 2005–06.

Religion RELI V 3360x
Jewish Liturgy

—D. Halivni
3 points. Not offered in 2005–06.

Also note offerings under departments of Anthropology, Art History, History, Political Science, Religion, Theatre, and Women's Studies.

Asian Language Courses

Language and literature courses are offered through the departments of East Asian Languages and Cultures and Middle East and Asian Languages and Cultures. Consult the listings of these departments in the Columbia College and Graduate School of Arts and Sciences bulletins for all the languages offered and detailed descriptions of courses.

Graduate Courses

Certain graduate courses given in the University may be taken by majors, with the consent of the major adviser, to supplement department offerings. Consult the *Bulletin of the Graduate School of Arts and Sciences* for listings.

BIOLOGICAL SCIENCES

1203 Altschul Hall

Introductory Laboratory Office: 911 Altschul Hall

854-2437

854-2153

www.barnard.edu/biology

Professors: Elizabeth S. Boylan (Provost), Paul E. Hertz (Ann Whitney Olin Professor), James P. Mohler, Jeanne S. Poindexter (Ann Whitney Olin Professor)

Associate Professor: Brian Morton (Chair), John Glendinning

Assistant Professors: Hilary S. Callahan, James Danoff-Burg (Adjunct), Shao-Ying Hua, Kristen A. Shepard, Matthew Wallenfang

Lecturer: Jessica Goldstein

Professor Emeritus: Philip V. Ammirato

Department Administrator: Lorrin Johnson

Biology is a field that explores the structure, function, interactions, and evolution of living organisms. Some of the most exciting issues of our era—such as those relating to biotechnology, genetic engineering, environmental problems, and health—require a strong background in biology. Biology courses at Barnard cover a broad range of topics, including molecular and cellular biology, genetics, development, physiology, evolution, and ecology.

Many students specialize in biology in preparation for a career in medicine, dentistry, public health, nutrition, or law. Others anticipate graduate work in one of the many subfields of biology leading to a teaching and/or research career. Still others plan futures as scientific writers, illustrators, photographers, industry or government researchers, or in areas such as environmental policy and law.

The biology major is designed to provide a student with a broad education in the field as well as an opportunity to cover a specific aspect of biology in depth if she desires. The major has a strong research component, with all lab sections at both the introductory and advanced levels limited to 16 students, ensuring ample opportunity for interaction with faculty. Students also have the option of conducting individual research projects under the guidance of a faculty member, as described below. The senior requirement for the biology major can be completed either by enrolling in a senior seminar that involves reading and discussing the current literature in a specific area of biology or by completing a guided research project.

Research

Students are strongly encouraged to engage in research at Barnard. Guided Laboratory Research (BIOL BC 3591), External Research in Biology (BIOL BC 3592), and Guided Library Research (BIOL BC 3597) may all be used for degree credit. Biology majors may also use guided research to fulfill major requirements as described below; however, students are encouraged to do more research than can be applied to the major requirements.

In addition to conducting research during the academic year, students are encouraged to pursue summer research internships. Barnard faculty engage many students in paid research projects during the summer. The departmental office also has information about summer internships outside Barnard. In addition, the department awards funds on a competitive basis to support summer research not otherwise funded by internships.

Introductory Course Selection

The Biology Department offers several options at the introductory level; students should

select courses on the basis of their preparation and background in biology. Students who took advanced biology in high school should enroll in the 2000-level sequence (BIOL BC 2001, BC 2002, and the lab courses BC 2003 and BC 2004). This sequence can be started either in the fall (BIOL BC 2002 and BC 2003) or the spring (BIOL BC 2001 and BC 2004) and fulfills the laboratory science portion of the General Education Requirement as well as the premedical requirement in biology.

Students with little or no experience in biology should enroll in the 1000-level sequence, which provides an appropriate introduction to important concepts in the field. Both BC 1001 and BC 1002 include a laboratory component and together fulfill the laboratory science portion of the General Education Requirement. Students who wish to move on to the 2000-level courses, which are prerequisites for advanced classes in biology, are eligible to do so upon completion of BC 1001.

AP Course Credit

Students who have passed the Advanced Placement examination in biology with a grade of 4 or 5 are exempt from BIOL BC 1001 and receive 3 points of credit. Students may receive an additional 1.5 points of credit upon approval of an AP laboratory notebook. Students with an AP biology score of 4 or 5 may complete the Barnard lab science requirement with (a) BIOL BC 1002, (b) BIOL BC 2002 and BC 2003, or (c) BIOL BC 2001 and BC 2004. However, students must complete the entire 2000-level sequence (BC 2001, 2002, 2003, and 2004) for the Biology major or minor and for the biology premedical requirements. AP credit is granted regardless of which introductory courses are completed at Barnard.

REQUIREMENTS FOR THE MAJOR

The curriculum for biology majors complements the general education mission of a liberal arts college by providing a broad education in the field. It also satisfies the needs of students who anticipate postgraduate study in biology or medically oriented fields. The requirements for a major in biology are listed below:

Introductory Biology. Students must complete a year of introductory biology, including the laboratory (BIOL BC2001, 2002, 2003, 2004).

Lecture Courses. A minimum of six lecture courses are required for the major. In order to ensure breadth, these six courses must include at least one from each of the following three groups:

1. BIOL BC 3302 *Molecular Biology*, BIOL BC 3310 *Cell Biology*, BIOL BC 3200 *Genetics*
2. BIOL BC 3360 *Animal Physiology*, BIOL BC 3340 *Plant Physiology*,
BIOL BC 3320 *Microbiology*.
3. BIOL BC 3278 *Evolution*, BIOL BC 3372 *Ecology*, BIOL BC 3240 *Plant Evolution*

Courses numbered at the 3200 level are particularly appropriate for sophomores who have completed the 2000-level sequence. Appropriate lecture courses at Columbia University may be used to satisfy the lecture requirement. A list of approved courses is at the end of the list of Barnard biology courses; other courses require permission of the department chair.

Laboratories. Students must complete at least three laboratories beyond introductory biology. (Laboratories require a lecture course as co-requisite or prerequisite, as specified in the course descriptions.) Biology laboratories at Barnard require a lab fee of \$50 per course. Appropriate biology laboratories at Columbia University may also be used to satisfy the lab requirement with the permission of the department chair. Students may use a research course in biology to fulfill one of the three required laboratories. Students can do this either with one semester of Guided Laboratory Research (BIOL BC 3591) or with two

sequential semesters of External Research (BIOL BC 3592). Both options require concurrent participation in the Research Seminar (BIOL BC 3595) for one semester.

Senior Requirement. Students may complete the senior requirement with one of the following three options. Option 2 is available only to students who have not used Guided Laboratory Research or External Research to fulfill a lab requirement.

1. Senior Seminar (BIOL BC 3590).
2. Guided Laboratory Research (BIOL BC 3591) with concurrent participation in the Research Seminar (BIOL BC 3595).
3. Guided Library Research (BIOL BC 3597) with concurrent participation in the Research Seminar (BIOL BC 3595).

Chemistry Requirement. One year of chemistry with laboratory, including one term of organic chemistry, is required (CHEM BC 1601, BC 3328, and BC 3230).

Additional courses for further postgraduate study. Students who are interested in attending graduate or professional schools should take an additional year of chemistry (CHEM BC 3231, Organic Chemistry II, and CHEM BC 3232, Intermediate General Chemistry) and one year each of calculus and physics. A course in statistics may also be recommended. Students interested in the health sciences should register with the Pre-Professional Office during their first two years and many plan to take the MCAT exam at the end of their junior year.

REQUIREMENTS FOR THE MINOR

A minor in biology must include one year of introductory biology (BIOL BC 2001, BC 2002, BC 2003, BC 2004), three additional lecture courses at the 3000 level or higher, and two additional laboratory courses. One of the lab courses may be Guided Research (BIOL BC 3591) if taken concurrently with the Research Seminar (BIOL BC 3595).

Biochemistry, chemistry, environmental science, physics, and psychology majors need to take only one advanced laboratory instead of two, but the lab may not be a guided research course.

Requirements for the major in Environmental Biology are listed alphabetically. See page 197.

COURSES OF INSTRUCTION

Introductory Courses

BIOL BC 1001x

Revolutionary Concepts in Biology

An exploration of the major discoveries and ideas that have revolutionized the way we view organisms and understand life. The basic concepts of cell biology, anatomy and physiology, genetics, evolution, and ecology will be traced from seminal discoveries to the modern era. The laboratory will develop these concepts and analyze biological diversity through a combined experimental and observational approach. —K. Shepard

Course does not fulfill Biology major requirements or premedical requirements. Enrollment in laboratory limited to 16 students per section.

4.5 points. Lecture MWF 9:00–9:50 + 3-hr Lab TBA

BIOL BC 1002y**Contemporary Issues in Biology**

An exploration of modern biology as it pertains to contemporary issues. One module examines the microbiological agents that cause disease and addresses how such agents can be used as weapons for terrorism or war. Another module considers human physiology, focusing on major health issues. The third module explores growth and resource use, emphasizing the uniqueness of human populations. Lab exercises introduce biological techniques for studying these topics. — J. Mohler, H. Callahan, TBA

(Course does not fulfill biology major requirements or premedical requirements.)

Prerequisites: BIOL BC 1001 or equivalent preparation and background. Enrollment in laboratory sections limited to 16 students per section.

4.5 points. Lecture MWF 9:00–9:50 + 3-hr Lab TBA

BIOL BC 2001y**Molecular and Cellular Biology**

A detailed introduction to cellular and subcellular biology: cell structures and functions, energy metabolism, biogenesis of cell components, biology of inheritance, molecular genetics, regulation of gene expression, and genes in development. —M. Wallenfang

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.

3 points. MWF 9:00–9:50

BIOL BC 2002x**Physiology, Ecology, and Evolutionary Biology**

A detailed introduction to biological phenomena above the cellular level; development, anatomy, and physiology of plants and animals; physiological, population, behavioral, and community ecology; evolutionary theory; analysis of micro-evolutionary events; systematics. —P. Hertz

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.

3 points. MWF 9:00–9:50

BIOL BC 2003x**Biodiversity Laboratory**

A laboratory-based introduction to the major groups of living organisms; anatomy, physiology, evolution, and systematics; laboratory techniques for studying and comparing functional adaptations.

—J. Goldstein

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation. Prerequisite or corequisite: BC 2002. Enrollment limited to 16 students per section.

2 points. Recitation M 10:00–12:00 or F 1:00–2:00 + 3-hr Lab TBA

BIOL BC 2004y**Biological Experimentation Laboratory**

A laboratory-based introduction to experimental biology; classic and modern approaches to the investigation of growth, development, reproduction, heredity, environmental influences, enzymes, and correlation between structure and function. Experimental design, practical techniques, and data interpretation. —J. Goldstein

Course suitable for fulfillment of premedical requirements. Prerequisites: BC 1001 or equivalent preparation.

Prerequisite or corequisite: BC 2001. Enrollment limited to 16 students per section.

2 points. Recitation M 10:00–12:00 or F 1:00–2:00 + 3-hr Lab TBA

Intermediate Level Courses

(Suitable for Sophomores, Juniors, and Seniors)

BIOL BC 3200y

Genetics

Mendelian and molecular genetics of both eukaryotes and prokaryotes, with an emphasis on human genetics. Topics include segregation, recombination and linkage maps, cytogenetics, gene structure and function, mutation, molecular aspects of gene expression and regulation, genetic components of cancer, and genome studies. —B. Morton

Prerequisites: BC 2001, 2002, 2003, 2004 or the equivalent.

3 points.

BIOL BC 3201y

Laboratory in Genetics

Exercises in genetics at both the Mendelian and molecular levels. Basic principles of genetic analysis will be studied using *Drosophila* and bacteria. A project in molecular genetics, involving such techniques as PCR, gel electrophoresis, and cloning, will be undertaken using plant genes. —B. Morton

Prerequisite or corequisite: BC 3200. Enrollment limited to 16 students per section.

3 points.

BIOL BC 3240x

Plant Evolution

A survey of plant biology emphasizing evolutionary and ecological perspectives on mating and reproduction, physiology, anatomy and morphology. —H. Callahan

Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

BIOL BC 3241

Laboratory in Plant Evolution

Studies of the structure, ecology, and evolution of plants. Laboratory exercises include field problems, laboratory experiments, plant collections and identification, and examination of the morphology of plant groups. —H. Callahan

Prerequisite or corequisite: BC 3240. Enrollment limited to 16 students.

3 points. Not offered in 2005–06.

BIOL BC 3250

Invertebrate Zoology

The biology and biodiversity of invertebrate animals: the internal organs of invertebrates; the development, behavior, and evolution of these animals, stressing their adaptations to marine, freshwater, and terrestrial habits; and a systematic survey of invertebrates will structure the course. —J. Danoff-Burg

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points. Not offered in 2005–06.

BIOL BC 3252x

Animal Development

An introduction to animal development stressing the mechanisms that control developmental processes. Topics include spermatogenesis, oogenesis, fertilization, cleavage, establishment of the body plan, cellular events in gastrulation and morphogenesis, and control of gene expression in development. —J. Mohler

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

BIOL BC 3260y

Vertebrate Evolution

A systematic survey of the Phylum Chordata: fossil history, biogeography, systematics, natural history, body architecture, energetics, locomotion, feeding, and behavior. —P. Hertz

Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

BIOL BC 3278x**Evolution**

A study of the process of evolution with an emphasis on the mechanisms underlying evolutionary change. Topics include the origins of life, rates of evolutionary change, phylogenetics, molecular evolution, adaptive significance of traits, sexual selection, and human evolution. —B. Morton

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

BIOL BC 3280y**Animal Behavior**

Introduction to animal behavior; physiological bases of behavior (sensory systems, neurophysiology of behavior, appetitive and reproductive behavior), ethological approaches to behavior (communication, territoriality, dominance, and aggression) and evolution of behavior (behavior genetics, behavioral ecology, sociobiology). —Instructor TBA

Prerequisite: BC 2001, 2002, 2003, 2004, or the equivalent.

3 points.

Upper Level Courses

(Suitable for Juniors and Seniors)

BIOL BC 3302x**Molecular Biology**

An introduction to molecular biology. Topics include: genome organization, DNA replication, regulation of RNA synthesis, protein synthesis, macromolecular cell biology, and control of gene expression in development. —J. Mohler

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points.

BIOL BC 3303y**Laboratory in Molecular Biology**

An introduction to the use of molecular techniques to answer questions about subcellular biological phenomena. Techniques include isolation of genomic and plasmid DNAs, restriction enzyme analysis, DNA and protein electrophoresis, bacterial transformation, and plasmid subcloning.

—J. Mohler

Prerequisite or corequisite: BC 3302 or permission of the instructor. Enrollment limited to 16 students.

3 points.

BIOL BC 3305**Project Laboratory in Molecular Biology**

A project laboratory in molecular biology of *Drosophila*. Experiments will include isolation of phage, plasmid, and genomic DNA: screening of DNA libraries; restriction mapping, Southern analysis, and characterization of RNA transcripts. Project will characterize a particular unknown *Drosophila* sequence and RNA derived in vivo from that DNA. —J. Mohler

Prerequisite: BC 3302 or permission of the instructor. Enrollment limited to 12 students.

5 points. Not offered in 2005–06.

BIOL BC3308**Genomics and Bioinformatics**

Advanced topics in genetics focusing on genome-level features and methods of sequence analysis. Topics will include genome composition and structure, microarray analysis, RNA interference, and medical genomics; readings will involve case studies from the primary literature. The material will include practical applications using available computer databases. —B. Morton

Prerequisite: BIOL BC 2001, 2002, 2003, 2004 and either Genetics (BIOL BC 3200) or Molecular Biology (BIOLOGY BC 3302)

3 points. Not offered in 2005–06.

BIOL BC 3310x

Cell Biology

Study of structures and functions of eukaryotic cells. Cell membranes and the endomembrane system, proteins (with emphasis on enzymes and antibodies), organelle biogenesis, intracellular trafficking, cytoskeleton and motility, cell cycle control, and signaling. Methods of study and both landmark and contemporary experiments are examined. —M. Wallenfang

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points.

BIOL BC 3311x

Laboratory in Cell and Tissue Biology

An introduction to cell biological techniques used to investigate structural, molecular, and physiological aspects of eukaryotic cells and their organization into tissues. Techniques include light and electron microscopy, cell culture, isolation of cellular organelles, protein electrophoresis and Western Blot analysis. —M. Wallenfang

Prerequisite or corequisite: BC 3310. Enrollment limited to 16 students.

3 points.

BIOL BC 3320x

Microbiology

Study of prokaryotic and selected eukaryotic microorganisms with regard to cell structure, physiology, and metabolism; genetic mechanisms and interrelationships in bacteria. Some aspects of applied microbiology, the role of microorganisms in natural processes, aspects of pathogenicity and immunity to disease. —J. Poindexter

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points.

BIOL BC 3321x

Laboratory in Microbiology

Provides experience in the isolation, cultivation, and preservation of pure cultures of microorganisms from natural populations. Methods used for study of cell structure, growth, physiology, and genetics of bacteria will be followed by a small independent project. —J. Poindexter

Prerequisite or corequisite: BC 3320. Enrollment limited to 16 students.

3 points.

BIOL BC 3340y

Plant Physiology

Processes of metabolism, growth, and development in green plants, particularly the angiosperms. Photosynthesis, nutrient and water acquisition, respiration; hormones and plant movement; responses to environmental stimuli and stresses; defenses against pathogens; flower, fruit, and seed formation. Experimental approaches are emphasized. —K. Shepard

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points.

BIOL BC 3341y

Laboratory in Plant Physiology

An introduction to techniques used to investigate aspects of physiology, including photosynthesis, water relations, mineral nutrition, germination, flowering, and hormone function. Methods include infrared carbon dioxide analysis, spectrophotometry, chromatography, and bioassay. Students conduct independent projects in the last month of term.—K. Shepard

Prerequisite or corequisite: BC 3340. Enrollment limited to 16 students.

3 points.

BIOL BC 3342**Plant Development**

Processes of growth, differentiation, and organization in plants; major morphogenetic events in the transition from zygote to flowering plant; hormonal and environmental effects and mechanisms of action. —K. Shepard

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. Not offered in 2005–06.

BIOL BC 3343**Laboratory in Plant Development**

An experimental approach to patterns, processes, and control mechanisms of plant development. Meristems and cell differentiation; embryogenesis and organogenesis; responses to hormones and environmental variables. Work with whole plant, organ, and cell cultures. —K. Shepard

Prerequisite or corequisite: BC 3342. Enrollment limited to 16 students.

3 points. Not offered in 2005–06.

BIOL BC 3360y**Animal Physiology**

Physiology of major organ systems; function and control of circulatory, respiratory, digestive, excretory, endocrine, nervous, and immune systems in animals; emphasis on vertebrates. —J. Glendinning

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points.

BIOL BC 3361y**Laboratory in Animal Physiology**

Provides a hands-on introduction to the different physiological systems in vertebrates and invertebrates. Emphasizes the operation of a variety of physiological monitoring devices and the collection and analysis of physiological data. —J. Glendinning

Prerequisite or corequisite: BC 3360. Enrollment limited to 16 students.

3 points.

BIOL BC 3362x**Neurobiology**

Structure and function of neural membranes; ionic basis of membrane potential and action potential; synaptic transmission and neurochemistry; sensory transduction and processing; reflexes and spinal cord physiology; muscle structure and function; neuronal circuitry; nervous system development. —S. Hua

Prerequisites: BC 2001, 2002, 2003, 2004, or the equivalent, and one term of organic chemistry.

3 points. TuTh 9:10–10:25

BIOL BC 3363x**Laboratory in Neurobiology**

Introduction to techniques commonly used in current neurobiological research, including intracellular and extracellular recording of action potentials, neuroanatomical methods, and computer simulation of the action potential. —S. Hua

Prerequisite or corequisite: BC 3362. Enrollment limited to 16 students.

3 points.

BIOL BC 3364**Advanced Neurobiology**

Analysis of molecular aspects of neuronal function, emphasizing recent discoveries. Topics include molecular mechanisms of synaptic transmission, synaptic plasticity and synaptic formation, and relationship between structure and function for ion-channels, neurotransmitter receptors, and neurotoxins. —S. Hua

Prerequisites: One of the following: BIOL BC3362, Neurobiology, BIOL BC 3360, Animal Physiology, PSYC BC 1119, Behavioral Neuroscience, or the equivalent.

3 points. Not offered in 2005–06.

BIOL BC 3372x

Ecology

Introduction to evolutionary ecology; life history strategies, population growth, competition, predator-prey interactions, population regulation, species diversity, community organization, biogeography.

Lectures integrate theory with empirical studies. —J. Danoff-Burg

Prerequisites: BIOL BC 2001, 2002, 2003, 2004, or equivalent.

3 points.

BIOL BC 3373y

Laboratory in Ecology

The definition of ecological problems in experimentally tractable ways; the design of experiments and analysis of ecological data; class projects on population ecology. Students conduct individual projects during last month of term. —P Hertz

Prerequisite or corequisite: BC 3372. Enrollment limited to 16 students.

3 points.

BIOL BC 3386

Research Design and Analysis

Introduction to basic principles of experimental design and statistics. Topics include developing testable research hypotheses, pseudoreplication, simple and complex experimental designs, selecting the most appropriate statistical test, and evaluating research articles. —J. Glendinning

Prerequisites: BC 2001, 2002, 2003, 2004, college-level algebra, or the equivalent.

3 points. Not offered in 2005–06.

BIOL BC 3590x, y

Senior Seminars in Biology

Required of all majors who do not select Guided Research (BIOL BC 3591 or BC 3597) to fulfill the senior requirement, these seminars allow students to explore the primary literature in the Biological Sciences in greater depth than can be achieved in a lecture course. Attention will be focused on both theoretical and empirical work. Seminar periods are devoted to oral reports and discussion of assigned readings and student reports. Students will write one extensive literature review of a topic related to the central theme of the seminar section. —x: K. Shepard; y: H. Callahan

4 points. Sections 1 and 4 will be offered in 2005–06.

1. **Plant Development** —K. Shepard F 1:10–3:00
2. **Evolutionary Ecology** —P. Hertz
3. **Molecular and Developmental Genetics** —J. Mohler
4. **Evolutionary Genetics** —H. Callahan F 1:10–3:00
5. **Virus Structure and Propagation** —J. Poindexter
6. **Neurobiology** —S. Hua
7. **Sensory Ecology** —J. Glendinning
8. **Cell Biology** —M. Wallenfang
9. **Molecular Evolution** —B. Morton

BIOL BC 3591x, y

Guided Laboratory Research

Independent research in the department to suit the needs of the individual student in consultation with faculty sponsor. Participation in department Research Seminar (BC 3595) required for credit to be counted toward the major. —Staff

Prerequisites: Permission of a faculty sponsor. Graded with a letter grade or P*/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements, when taken with BIOL BC 3595.

1–4 points.

BIOL BC 3592x, y
External Research in Biology

Research projects conducted outside the department developed in consultation with a department faculty member who serves as cosponsor. —Staff
Prerequisites: Permission of a department faculty cosponsor. Under conditions specified by the department faculty, an external project may receive credit toward the major in lieu of an elective laboratory course.
Graded P/F.*
1–4 points.

BIOL BC 3595 x, y
Research Seminar

Discussions of approaches to research, methods of scientific communication, and the presentation of scientific data, culminating in a paper and oral report of the results of a research project guided by a faculty sponsor. —x: J. Mohler; y: H. Callahan
Corequisite: BC 3591 or BC 3597.
1 point.

BIOL BC 3597 x, y
Guided Library Research

Independent library-based research in consultation with Barnard faculty sponsor to suit the needs of the individual student. —Staff
Weekly meetings with research mentor. Graded with a letter grade or P/F at the discretion of the faculty supervisor. Only projects of 3 or 4 points fulfill major requirements, when taken with Research Seminar BIOL BC 3595.*
1–4 points.

Additional Courses in the University

The courses listed below may also be used to satisfy the elective course requirements for the Barnard Biology major. To determine the suitability of other courses offered in the university, please consult the department chair.

Biochemistry

- | | |
|-------------------|------------------------------------|
| CHEM BC 3282 | Biological Chemistry |
| CHEM BC 3355/3357 | Biochemistry Laboratory Techniques |

Biology

- | | |
|-------------|---|
| BIOL W 3002 | Introduction to Animal Structure and Function |
| BIOL W 3034 | Biotechnology |
| BIOL W 3073 | Cellular and Molecular Immunology |

Environmental Biology

- | | |
|-------------|------------------------|
| EEEB W 3087 | Conservation Biology |
| EEEB Y 4101 | Tropical Field Ecology |
| EEEB Y 4601 | Biological Systematics |
| EEEB Y 4789 | Biogeography |

CHEMISTRY

607 Altschul Hall

854-8460

www.barnard.edu/chem**Professors:** Sally Chapman (Chair), Leslie Lessinger**Associate Professors:** Christian Rojas**Assistant Professors:** Matthew Birck, Linda Doerrer, Dina Merrer, Joanna Pellois (Term)**Director of General Chemistry Laboratories:** Olympia Jebejian**Director of Organic Chemistry Laboratories:** Meenakshi Rao**Associates:** Robert Black, Steven Dougherty, Frances Feerst, Toby Holtz, Colette Levi, SuQing Liu, Ying Xie

Chemistry is the study of the nature of substances and their transformations. In a three-year sequence of core courses, a chemistry or biochemistry major gains familiarity with the basic areas of the field: inorganic, organic, physical, analytical, and biological chemistry. In addition, she acquires sufficient skill in laboratory work that she is prepared for research.

The laboratories of the department are modern and well-equipped for both coursework and independent projects. Students may undertake research projects under the guidance of members of the department during the academic year or the summer. Opportunities are also available for research with Columbia faculty, as well as staff members of the many medical schools and research institutions in New York City.

AP credit: Students with scores of 4 or 5 on the Chemistry Advanced Placement Test receive credit for Fundamentals of Chemistry, BC 1002 (3 points). They may enroll in BC 2001x.

Pre-medical program: Non-majors wishing to fulfill the minimum two-year chemistry requirements for medical school should take General Chemistry I, CHEM BC 2001x; Organic Chemistry I and II with laboratory, CHEM BC 3328y, 3230y, and 3231x; and Intermediate General Chemistry, CHEM BC 3232y. The laboratory courses CHEM BC 3333x (Modern Techniques of Organic Chemistry) and CHEM BC 3338y (Quantitative and Instrumental Techniques) are recommended.

Introductory course selection: Based on their preparation and background in chemistry, most students begin their study with CHEM BC 2001x (General Chemistry), an integrated lecture and laboratory course. For a limited number of students with a weaker background in chemistry, but who want to major in chemistry or biochemistry or complete further courses such as organic chemistry, the department offers the preparatory lecture course CHEM BC 1002y (Fundamentals of Chemistry). Consult the department regarding this choice.

REQUIREMENTS FOR THE MAJOR

Two majors are offered by the department: chemistry and biochemistry.

A student interested in chemistry or biochemistry should consult any member of the department during her first year. In the first year she should take Chemistry BC 2001, BC 3328, and BC 3230, and start or continue the study of calculus. It is then possible for her to fulfill the basic requirements for the major in three years and to take advanced courses in the senior year. After completing the undergraduate curriculum, students are encouraged to undertake research projects, and to take graduate courses at Columbia.

Qualified seniors are invited to participate in the senior honors program in which they carry out a year-long research project leading to a thesis.

Research experience is strongly recommended for students planning graduate study. Interested students should consult with individual faculty members about the research problems currently being investigated.

Chemistry

Courses required for the chemistry major are:

CHEM BC 2001	<i>General Chemistry I</i>
CHEM BC 3328, 3230	<i>Organic Chemistry I with Laboratory</i>
CHEM BC 3231	<i>Organic Chemistry II</i>
CHEM BC 3335	<i>Modern Techniques of Organic Chemistry Laboratory</i>
CHEM BC 3340	<i>Quantitative and Instrumental Techniques Laboratory</i>
CHEM BC 3252	<i>Introduction to Thermodynamics and Kinetics</i>
CHEM BC 3253	<i>Structure, Bonding, and Spectroscopy</i>
CHEM BC 3271	<i>Inorganic Chemistry</i>
CHEM BC 3365, 3368	<i>Integrated Chemistry Laboratory</i>
Mathematics	<i>Calculus I and II in any sequence</i>
PHYS BC 2001, 2002	<i>Calculus-based Physics with Laboratory</i>

Elective: one of

CHEM BC 3254	<i>Methods and Applications in Physical Chemistry</i>
or CHEM BC 3282	<i>Biological Chemistry</i>
or CHEM BC 3280	<i>Advanced Organic Chemistry</i>
or CHEM G 4103	<i>Advanced Inorganic Chemistry</i>

Senior requirement: Either *Senior Honors Thesis* (CHEM BC 3901x–3902y, by invitation of the department), or *Guided Research* at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598), or *Senior Colloquium* (CHEM BC 3590y, or CHEM C3920x, y).

Recommended: *Calculus III*.

A list of major requirements, several possible course sequences, and information about the senior requirement can be obtained from any member of the department.

Biochemistry

Courses required for the biochemistry major are:

CHEM BC 2001	<i>General Chemistry I</i>
CHEM BC 3328, 3230	<i>Organic Chemistry I with Laboratory</i>
CHEM BC 3231	<i>Organic Chemistry II</i>
CHEM BC 3333	<i>Modern Techniques of Organic Chemistry Laboratory</i>
CHEM BC 3338	<i>Quantitative and Instrumental Techniques Laboratory</i>
CHEM BC 3252	<i>Introduction to Thermodynamics and Kinetics</i>
CHEM BC 3253	<i>Structure, Bonding, and Spectroscopy</i>
Mathematics 2001, 2002	<i>Calculus I and II in any sequence</i>
PHYS BC 2001, 2002	<i>Calculus-based Physics with Laboratory</i>
BIOL BC 2001, 2002, with 2003 or 2004	<i>General Biology with at least one semester of Laboratory</i>
CHEM BC 3282	<i>Biological Chemistry</i>
BIOL BC 3302	<i>Molecular Biology</i>
CHEM BC 3355	<i>Biochemistry Laboratory Techniques</i>
or CHEM BC 3357 and BIOL BC 3303	<i>Biochemistry Laboratory Techniques Laboratory in Molecular Biology</i>

An elective course from a list of approved Biology and Chemistry courses.

Senior requirement: Either *Senior Honors Thesis* (CHEM BC 3901x–3902y, by invitation of the department), or *Guided Research* at Barnard (CHEM BC 3597 or CHEM BC 3599) or elsewhere (CHEM BC 3598), or *Senior Colloquium* (CHEM BC 3590y, or CHEM C3920x, y).

A list of major requirements, including possible elective courses, and information about the senior requirement may be obtained from any member of the department.

REQUIREMENTS FOR THE MINOR

Courses required for the Chemistry minor are: CHEM BC 2001, BC 3328, BC 3230, BC 3231, BC 3333, BC 3338, and one of BC 3232, BC 3252, BC 3271, or BC 3282.

There is no minor in Biochemistry.

COURSES OF INSTRUCTION

CHEM BC 1002y

Molecules and Matter: Fundamentals of Chemistry

Introduction to the fundamental concepts of chemistry from an electronic and molecular perspective as well as the macroscopic behavior of matter. Emphasis on understanding the chemistry of water and chemistry in water. —L. Doerrer

Prerequisites: High school algebra and geometry. Designed for students with weak background in chemistry, but who want to major in chemistry or biochemistry or complete advanced courses such as organic chemistry. Does not count toward laboratory science general education requirement. Enrollment limited to 30 students.

3 points. Lecture: MWF 10:00–10:50.

CHEM BC 2001x

General Chemistry I

Atoms; elements and compounds; gases; solutions; equilibrium; acid-base, precipitation, and oxidation-reduction reactions; thermochemistry. Laboratory experience with both qualitative and quantitative techniques. —S. Chapman; O. Jebejian and staff

Prerequisite: Algebra (Math SAT I score of 600 or permission of the instructor for first-year students).

5 points. Lecture: TuTh 9:10–10:25; Lab lecture and laboratory one afternoon: MTWRF 1:10–5:00.

Lecture and laboratory must be taken together unless permission of the instructor is given at the time of program filing. Laboratory fee: \$28.

CHEM BC 2002y

General Chemistry II

Kinetics and mechanisms of chemical reactions; nuclear chemistry and radioactivity; atomic and molecular structure; selected topics in environmental chemistry, organic chemistry, and biochemistry. —Instructor TBA; O. Jebejian and staff

Prerequisite: BC 2001 or permission of the instructor. Students who have completed BC 3230 or its equivalent may not subsequently receive credit toward the degree for BC 2002.

5 points. Lecture: TuTh 9:10–10:25; Lab lecture and laboratory: M 1:10–5:00. Laboratory fee: \$28.

CHEM BC 2102y

General Chemistry II Laboratory

Laboratory portion of Chemistry BC 2002. —Instructor TBA; O. Jebejian and staff

Prerequisite: General Chemistry I with laboratory. *Corequisite:* General Chemistry II lectures or equivalent and permission of the instructor.

2 points. Laboratory fee: \$28. Lecture. Lab lecture and laboratory: M 1:10–5:00.

CHEM BC 3328y

Introductory Organic Chemistry Laboratory

Basic techniques of experimental organic chemistry. Principles and methods of separation, purification, and characterization of organic compounds. Selected organic reactions. —M. Rao and staff

Prerequisite: BC 2001 or equivalent with grade of C or better, or BC 2001 and BC 2002 or equivalent.

Corequisite: BC 3230 or equivalent.

2.5 points. Lecture and laboratory one afternoon: MTWRF 1:10–5:30. Laboratory fee: \$35.

CHEM BC 3328x (Fall)**Introductory Organic Chemistry Laboratory**

Same as CHEM BC 3328y. —M. Rao and staff

Prerequisite: BC 3230 or equivalent.

2.5 points. Lecture and laboratory: W only 1:10–5:30. Laboratory fee: \$35. [Not offered in Fall 2005]

CHEM BC 3230y**Organic Chemistry I**

Atomic and molecular structure; introduction to aliphatic and aromatic chemistry with emphasis on modern theories; organic reaction mechanisms, stereochemistry, and spectroscopy. —C. Rojas

Prerequisite: BC 2001 or equivalent with a grade of C or better, or BC 2001 and BC 2001 or equivalent. Credit will not be given for any course below the 3000 level after completing Chemistry BC 3230 or its equivalent.

3.5 points. Lecture: TuTh 9:10–10:25; Problem section: F 12:00–12:50.

CHEM BC 3231x**Organic Chemistry II**

Continued treatment of the topics of Organic Chemistry I with extensions and an introduction to biological compounds and bio-macromolecules. —C. Rojas

Prerequisite: BC 3230.

3.5 points. Lecture: MWF 10:00–10:50; Problem section: Tu 12:00–12:50.

CHEM BC 3232y**Intermediate General Chemistry**

Selected aspects of general chemistry, primarily for premedical and biological science students.

Thermodynamics, equilibrium, kinetics, complex ions and coordination compounds, and radiochemistry, with applications to analytical chemistry and biochemistry. —D. Merrer

Prerequisites: BC 2001 and Organic Chemistry I. BC 3230 may be taken as a corequisite with permission of the instructor. Optional parallel laboratory work: BC 3338. Chemistry C 1404 is not an acceptable equivalent for BC 3232.

3 points. Lecture: MWF 10:00–10:50.

CHEM BC 3333x**Modern Techniques of Organic Chemistry Laboratory**

Introduction to qualitative and quantitative organic analysis and to advanced techniques, emphasizing instrumental and chromatographic methods. Selected reactions. —D. Merrer and staff

Prerequisites: BC 3230 and BC 3328. C 3543 is not acceptable. *Corequisite:* BC 3231.

3 points. Lecture: Th 12:00–12:50; Laboratory one afternoon: M, Tu, or Th 1:10–5:30. Laboratory fee: \$35.

CHEM BC 3335x**Modern Techniques of Organic Chemistry Laboratory**

Identical to BC 3333, plus a library problem, a short project, and additional preparative experiments. —D. Merrer and staff

Prerequisites: BC 3328 and BC 3230. *Corequisite:* BC 3231.

5 points. Lecture: Th 12:00–12:50; Laboratory two afternoons: TuTh 1:10–5:30. Laboratory fee: \$35.

CHEM BC 3337x**Modern Techniques of Organic Chemistry Laboratory**

Prerequisite: BC 3333x.

2 points. Laboratory one afternoon: M, Tu, or Th 1:10–5:30.

Note: CHEM BC 3333x + CHEM BC 3337x = 3335x

CHEM BC 3338y**Quantitative and Instrumental Techniques Laboratory**

Quantitative techniques in volumetric analysis, radiochemistry, spectrophotometry, and pH measurement. Applications of computers. —J. Pellois and O. Jebejian

Corequisite for students not majoring in chemistry or biochemistry: BC 3232 or BC 3252.

3 points. Lecture: Tu 1:10–2:00; Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00.

Laboratory fee: \$35.

CHEM BC 3340y**Quantitative and Instrumental Techniques Laboratory**

Identical to BC 3338, but with a greater variety and number of experiments. —J. Pellois and O. Jebejian

Corequisite for students not majoring in chemistry or biochemistry: BC 3232 or BC 3252.

5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00.

Laboratory fee: \$35.

CHEM BC 3342y**Quantitative and Instrumental Techniques Laboratory**

Prerequisite: BC 3338y.

2 points. Laboratory one afternoon: Tu 2:00–6:00 or Th 1:10–5:00.

Note: CHEM BC 3338y + CHEM BC 3342y = 3340y

CHEM BC 3252y**Introduction to Thermodynamics and Kinetics**

Introduction to the laws of thermodynamics; application primarily to ideal systems. Free energy and equilibrium. Kinetics: rate laws and mechanisms, experimental techniques. —S. Chapman

Prerequisites: CHEM BC 3231, Physics I (Mechanics), and Calculus II.

3.5 points. Lecture: MWF 10:00–10:50. Problem section: F 12:00–12:50.

CHEM BC 3253x**Structure, Bonding, and Spectroscopy**

Introduction to quantum chemistry. The structure of atoms and molecules. Energy levels and spectra. —D. Millar

Prerequisites: Physics II and Calculus II.

3.5 points. Lecture: MWF 11:00–11:50. Problem section: M 12:00–12:50.

CHEM BC 3254y**Methods and Applications in Physical Chemistry**

Applications of thermodynamics to real systems; activities; electrochemistry. Transport properties. Kinetic theory of gases. Radiochemistry. Solids and crystallography. —Instructor TBA

Prerequisites: CHEM BC 3252, 3253

3.5 points. Lecture: MWF 11:00–11:50. Problem section: M 12:00–12:50.

CHEM BC 3271x**Introduction to Inorganic Chemistry**

Structure and reactivity of inorganic compounds: bonding, reaction mechanisms, selected main group chemistry, transition metal chemistry, organometallics, clusters, catalysis, and bioinorganic chemistry. —L. Doerrer

Prerequisite: CHEM BC 3230y.

3.5 points. Lecture: TuTh 9:10–10:25. Problem section: W 12:00–12:50.

CHEM BC 3280y**Advanced Organic Chemistry**

Survey of topics in structural, mechanistic, and synthetic organic chemistry, including molecular orbital treatment of structure, bonding, and chemical reactivity; elucidation of organic reaction mechanisms; pericyclic reactions; stereoelectronic effects; asymmetric reactions; and natural product total synthesis. —C. Rojas and D. Merrer

Prerequisite: One year of organic chemistry.

3.5 points. Lecture: MWF 11:00–11:50. Problem section: TBA

CHEM BC 3282y**Biological Chemistry**

Detailed introduction to biochemical building blocks, macromolecules, and metabolism. Structures of amino acids, lipids, carbohydrates, nucleic acids. Protein structure and folding. Enzyme mechanisms, kinetics, allostery. Membranes. Protein and genetic engineering. Catabolism and anabolism with emphasis on chemical intermediates, metabolic energy, catalysis by specific enzymes, regulation.

—M. Birck

Prerequisite: One year of organic chemistry, one year of biology.

3.5 points. Lecture: MWF 9:00–9:50. Problem section: W 12:00–12:50.

CHEM BC 3355x**Biochemistry Laboratory Techniques**

Fundamental techniques used to isolate, characterize, and study nucleic acids, proteins, carbohydrates, and lipids. Theory and application of buffers, spectrophotometry, cell fractionation, centrifugation, extraction, chromatographic separations, electrophoresis, radioactivity. Enzyme purification and kinetics. Chemical and enzymatic assays. NMR and MS structure determination.

—M. Birck

Prerequisites: One year of organic chemistry, one year of biology, four semesters of chemistry and biology laboratory, and CHEM BC 3282 or Biology-Chemistry C 3501 or Biochemistry G 4021.

5 points. Lecture: Tu 1:10–2:00; Laboratory two afternoons: Tu 2:00–6:00 and Th 1:10–5:00.

Laboratory fee: \$45.

CHEM BC 3357x**Biochemistry Laboratory Techniques**

Identical to BC 3355, but experiments are modified to be accomplished in one laboratory period per week. This course may be of particular interest to biology and chemistry majors. —M. Birck

Prerequisites: Same as BC 3355.

3 points. Lecture: Tu 1:10–2:00; Laboratory: Tu 2:00–6:00 plus occasionally Th 1:10–5:00.

Laboratory fee: \$35.

CHEM BC 3365x**Integrated Chemistry Laboratory**

Experiments in kinetics, thermodynamics, and electrochemistry using instrumental methods; preparation and characterization of inorganic compounds; solids; some computer applications. —J. Pellois

Prerequisites: BC 3252 and BC 3338 or equivalent.

3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00. Laboratory fee: \$35.

CHEM BC 3368y**Integrated Chemistry Laboratory**

Experiments in various types of spectroscopy. —D. Millar

Prerequisites: BC 3253 and BC 3338 or equivalent.

3 points. Lecture: Tu 12:00–12:50; Laboratory: MW 1:10–5:00.

CHEM BC 3590y**Senior Colloquium**

Readings, discussions, and presentations about contemporary research in chemistry and biochemistry. —Staff

2 points. Th 10:35–12:25

CHEM BC 3597x, 3597y**Problems in Chemistry**

Individual research projects at Barnard or Columbia. —Staff

Prerequisites: BC 3333 or BC 3338 and permission of the instructor.

2 points. 4 hours of laboratory work by arrangement.

CHEM BC 3598x, 3598y

External Problems in Chemistry

Individual research projects at other institutions. —Staff

Prerequisites: BC 3333 and BC 3338. *Mandatory pass/fail grading. Permission of the instructor (a Barnard professor who will act as liaison) is required.*

4 points.

CHEM BC 3599x, 3599y

Problems in Chemistry

Individual research projects at Barnard or Columbia. —Staff

Prerequisites: BC 3333 and BC 3338. *Permission of the instructor required.*

4 points. 8 hours of laboratory work by arrangement. Laboratory fee: \$35.

CHEM BC 3901x–3902y

Senior Honors Thesis

Guided research in Chemistry or Biochemistry, under the sponsorship of a faculty member, leading to the senior thesis. Weekly seminar. —Staff

Enrollment restricted to seniors, by invitation of the department.

4 points. Weekly seminar F 2:00–4:00 and 8 hours research to be arranged.

SUMMER RESEARCH

A number of fellowships for summer research are available in the department. Consult individual members of the department early in the spring semester about possible projects. Summer research elsewhere is also encouraged.

OTHER COURSES

Attention is called to the following courses offered elsewhere in the University. All require at least four semesters of chemistry as prerequisites.

Chemistry CHEM G 4103

Advanced Inorganic Chemistry I

4.5 points.

Chemistry CHEM G 4147

Advanced Organic Chemistry I

4.5 points.

Chemistry CHEM G 4141

Organic Spectroscopy

4.5 points.

Chemistry CHEM G 4172

Bio-Organic Topics

4.5 points.

Chemistry CHEM G 4231

Chemical Kinetics

4.5 points.

Biology–Chemistry BIOC G 4170

Biophysical Chemistry

4.5 points.

Chemistry CHEM G 4221

Quantum Chemistry I

4.5 points.

CLASSICS

216 Milbank Hall

854-2852

www.barnard.edu/classics

Professor: Helene P. Foley (Chair, Spring term)

Associate Professors: Nancy Worman (Chair, Fall term)

Assistant Professors: Kristina Milnor

Other officers of the University offering courses in Classics:

Professors: Roger S. Bagnall, Alan D. E. Cameron, Kathy H. Eden, Suzanne Said, Gareth D. Williams, James E. G. Zetzel

Associate Professors: Carmela Franklin, Deborah T. Steiner

Assistant Professors: Eleanor Dickey, Katharina Volk

Associate Professor of Modern Greek: Karen Van Dyck

Assistant Professor of Modern Greek: Vangelis Calotychos

GREEK AND ROMAN LANGUAGE, LITERATURE, AND CULTURE; ANCIENT STUDIES; MODERN GREEK

The objective of the department is to provide students with a knowledge of the language and an understanding of the literature and civilization of the ancient Greeks and Romans. The close cooperation of Barnard and Columbia in planning and implementing the curriculum offers students a wide range of specialties from which to construct a sound and coherent program of studies according to their individual interests. All members of the Barnard department are available as advisers and should be consulted as early as possible in the planning of a major program.

Students may fulfill the foreign language requirement in Greek by completing Greek V 1201 and V 1202, or in Latin by completing Latin V 1201 and V 1202, or by completing one semester of study above Greek V 1201 and V 1202 or Latin V 1201 and V 1202, or by passing an exemption examination with a sufficiently high grade. This examination tests the student's knowledge of grammar and her ability to translate written Greek or Latin.

The Classics Department is the beneficiary of the Matthew Alan Kramer Fund, whose principal purpose is the support of the production of plays in Ancient Greek and Latin. In recent years students of the department have produced *Antigone*, *Medea*, *Alcestis*, *Persians*, *Eumenides*, *Cyclops*, *Electra*, *Clouds*, *Trojan Women*, *Rudens*, *Helen*, *Trachiniae*, *Bacchae*, *Hippolytus*, *Heracles*, *Thyestes*, *Women at the Assembly*, *Hecuba*, *Medea*, *Pseudolus*, *Ajax*, and *Oedipus the King*, which have not only proved satisfying in themselves, but have provided an exciting and different learning experience for the participants.

Barnard College participates in the program of the Intercollegiate Center for Classical Studies in Rome. Majors in Classics or Ancient Studies are eligible to apply for admission to the program of the Rome Center for one semester, preferably in the junior year. Courses taken at the Rome Center may be used in the major, and, in some cases, may be used to satisfy distribution requirements. Barnard College is a Supporting Institution of the American School of Classical Studies at Athens and the American Academy in Rome, and certain privileges of those schools are open without fee to graduates of the College.

REQUIREMENTS FOR THE MAJOR IN GREEK, LATIN, AND GREEK & LATIN

The major in Greek or Latin requires a minimum of eight courses above the elementary level.

In Greek, this would be fulfilled by taking

- Greek W 4139 *Elements of Greek Prose Style*
 - Greek W 4105-W 4106 *History of Greek Literature*
- and five others, including Greek V 3996x *Major Seminar*.

In Latin, this would be fulfilled by taking

- Latin W 4139 *Elements of Latin Prose Style*
 - Latin W 4105-W 4106. *History of Latin Literature*
- and five others, including Latin V 3996x *Major Seminar*.

Greek or Latin V 3998 may be substituted for a semester of the survey or for elements of prose style, but students planning to go on to graduate study in classics are strongly urged to take both W 4105 and W 4106.

In addition, two semesters of ancient history appropriate to the major are required. For one of these, however, a relevant course in ancient art, classical civilization or literature, ancient philosophy, or religion may be substituted.

Majors in Latin, especially those who have begun their study in high school, are strongly advised to take at least two semesters of Greek.

A student may elect to major in both Greek and Latin by completing the major requirements in one language and five courses above the elementary level in the other.

Note: For the requirements for the major in **Ancient Studies**, see page 68.

REQUIREMENTS FOR THE MINOR

The minor in Greek, Latin, or Modern Greek requires five courses above the elementary level.

COURSES OF INSTRUCTION

Classics in Translation

There are no prerequisites for the Classical Literature or Classical Civilization courses unless specially noted.

Classical Literature CLLT V 3132y

Classical Myth

Survey of major myths from the ancient Near East to the advent of Christianity, with emphasis upon the content and treatment of myths in classical authors (Homer, Hesiod, Aeschylus, Euripides, Sophocles, Vergil, Livy, Ovid). —C. Marconi, D. Steiner

3 points. MW 1:10–2:25

Classical Literature CLLT V 3135y

The Ancient Novel

The evolution of the Greek and Roman novel and its place in the literary canon; particular attention to principles of narrative and the ideological function of prose fiction. Petronius, Apuleius; Lucian, Heliodorus, Achilles Tatius, Longus; Acts of the Apostles, and saints' lives. —A. Cameron

3 points. Not offered in 2005–06.

Classical Literature CLLT V 3140y

Comedy Past and Present: Fantasy, Adventure, and Satire

Examines ancient Greek and Roman works of comedy in conjunction with 20th-century texts com-

posed in English. Explores how fantasy and satire grapple with political, social, and cultural issues and the remarkable continuity within this particular comic tradition. Authors include Aristophanes, Petronius, Lucian, Apuleius, Seneca, Tom Stoppard, Thomas Pynchon, Douglas Adams, and John Waters. —E. Scharffenberger
3 points. Not offered in 2005–06.

Classical Literature CLLT W 4300x
The Classical Tradition

Overview of Greek and Roman literature. Close analysis of selected texts from the major genres accompanied by lectures on literary history. Topics include the context out of which the genres arose, the suitability of various modern critical approaches to the ancient texts, the problem of translation, and the transmission of the classical authors and their influence on modern literature. —Instructor TBA
3 points. MW 6:10–7:25

Classical Literature CLLT W 4100
The Reception of Antiquity

Introduction to the heritage of classical antiquity, primarily Greece, in later European culture. Translation, iconography, the history of classical scholarship, architectural and artistic manifestations of the classical tradition, Greek tragedy on stage and on film, the images of Athens and Sparta. —S. Saïd
3 points. Not offered in 2005–06.

Classical Literature CLLT W 4115
Tragedy and Performance

An intensive study of issues relating to the interpretation and performance of Greek and Roman tragedy, including modern stage versions. Special consideration will be given to staging, the changing role of actors and chorus, Aristotle's *Poetics*, and the reception of ancient tragedy, as well as to social and philosophical issues, including gender conflict. —H. Foley
3 points. Not offered in 2005–06.

Classical Civilization CLCV V 3110
The Ancient City

Uses archaeological and literary sources to discuss the beginnings of urbanism in the ancient Mediterranean region, with particular focus on 5th-century Athens and Imperial Rome. Aims not just to study how cities developed, but also how that development affected the ways in which people of the time thought about community living and the meaning of their physical environment. —K. Milnor
3 points. Not offered in 2005–06.

CLLT V 3230
Classics and Film

Considers cinematic representations of the ancient Mediterranean world, from early silent film to movies from the present day. Explores films that purport to represent historical events (such as *Gladiator*) and cinematic versions of ancient texts (Pasolini's *Medea*). Readings include ancient literature and modern criticism. —K. Milnor
3 points. TuTh 2:10–4:00

Classical Civilization CLCV V 3147
The World of Late Antiquity

The social, economic, and religious history of the Roman world from the second to the early seventh centuries A.D. —A. Cameron
3 points. Not offered in 2005–06.

CLCV V 3250
Plato

Introduction to the main aspects of Platonic social, political and metaphysical theory. Coverage of major works and later interpretations. —E. Scharffenberger
MW 6:10–7:25

Classical Civilization CLCV W 4110x Gender and Sexuality in Ancient Greece

Examination of the ways in which gender and sexuality are constructed in ancient Greek society and represented in literature and art, with attention to scientific theory, ritual practice, and philosophical speculation. Topics include conceptions of the body, erotic and homoerotic literature and practice, legal constraints, pornography, rape, and prostitution. —A. Lear
Prerequisite: Sophomore standing or permission of the instructor.
3 points. TuTh 6:10–7:25

Classical Civilization CLCV V 3158y Women in Antiquity

The role of women in ancient Greek and Latin literature; the portrayal of women in literature as opposed to their actual social status; male and female in ancient Mediterranean cosmologies; readings from ancient epics, lyric drama, history, historical documents, medical texts, oratory, and philosophy, as well as from contemporary sociological and anthropological works that help to analyze the origins of the Western attitude toward women. —H. Foley
3 points. Not offered in 2005–06.

Classical Civilization CLCV V 3162y Ancient Law

Greek and Roman legal systems; archaic law in its social context; philosophy of law; development of private law in Rome. —J. Zetzel
3 points. Not offered in 2005–06.

Classical Civilization CLCV W 4015 Roman Law

History of the development of Roman law and legal thought. The role of law in Roman society. Introductions to Roman methods of legal analysis, with emphasis on study and class discussion of cases from the Roman jurists. —R. Bagnall
3 points. Not offered in 2005–06.

Classical Civilization CLCV W 4200 Egypt and Hellenism

The encounter of the three-millennia-old civilization of Egypt with domination by foreign powers: Macedonia, Greece, and Rome. Focus on colonial power structures, definition and functioning of ethnicity, interaction of cultures and languages, class and status, changing gender relations. —R. Bagnall
Prerequisite: Permission of the instructor.
3 points. Not offered in 2005–06.

CLCV W 4145y/Pol.Sci. W 4145y Ancient Political Theory

Major texts of ancient political theory. Topics include constitutional theory, origins and legitimation of government, ethics, and politics, the regulation of private life, the rule of law, and the *cosmopolis*. Authors include Sophists, Plato, Aristotle, Cicero, Polybius, Dio of Prusa, and Augustine. —J. Zetzel
TuTh 11:00–12:15

Greek Language and Literature

GREK V 1101x–V 1102y Elementary Full-Year Course

Grammar, composition, and reading.
1101 is prerequisite to 1102. No credit is given for 1101 unless 1102 is completed.
4 points. 1101x–1102y: Sec.1 S. Jacobs TuThF 1:10–2:25; Sec.2 H. Chen TuTh 6:10–8:00

GREK V 1121x, y
Intensive Elementary Course

Designed to cover all of Greek grammar and syntax in one semester in order to prepare a student to enter third-semester Greek.

4 points. x: E. Irwin TuThF 9:10–10:25; y: Instructor TBA TuThF 1:10–2:25

GREK V 1201x, 1201y
Greek Literature: Prose and Poetry

Selections from Plato.—x: S. Saïd; y: E. Irwin

Prerequisite: V 1101–V 1102 or V 1121.

4 points. x,y: MW 4:10–6:00

GREK V 1202x, 1202y
Selections from Homer

Detailed grammatical and literary study of several books of the *Iliad* and introduction to the techniques of oral poetry, to the Homeric hexameter, and to the historical background of Homer. —x: P. DeBlas; y: H. Foley

Prerequisite: V 1101–V 1102 or V 1121, or permission of the instructor.

4 points. x, y: MW 11:00–12:15, F 11:00–11:50

GREK V 3309y
Selections from Greek Literature: Prose

Contents of this course change from year to year; it may be taken in consecutive years. Topic for 2005–06: Rhetoric. —N. Worman

Prerequisites: Greek V 1201–1202, or their equivalents.

3 points. TuTh 2:40–3:55

GREK V 3310x
Selections from Greek Literature: Poetry

Content of course changes each year; it may be taken in consecutive years. Topic for 2005–06: Sophocles. —J. Coulter

Prerequisites: GREK V 1201–1202, or their equivalents.

3 points. TuTh 11:00–12:15

GREK/LATN V 3320y
Intensive Reading Course

—Instructor TBA

TuTh 1:10–2:25

GREK/LATN V 3996x
The Major Seminar

Required for all majors in Classics and Classical Studies. The topic changes from year to year but is always broad enough to accommodate students in the languages as well as those in the interdisciplinary majors. Topic for 2005–06: Luxury and Self-Indulgence. The language of lavish taste and immoderate behavior in relation to ideas about the individual, civic identity, and cultural values.

Readings from Homeric epic to the novel, including Greek and Roman drama, oratory, and history.

—Instructor TBA

3 points. Th 4:10–6:00

GREK V 3997x,y
Directed Reading

To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff

Permission of the department chair required.

3 points.

GREK V 3998x,y
Supervised Research in Greek Literature

Program of research in Greek literature, with the composition of a paper embodying results. —Staff

Permission of the department chair required.

3 points.

GREK W 4009x

Selections from Greek Literature: Prose

Content of course change from year to year; it may be taken in consecutive years. Topic for 2005-06: Herodotus. —S. Saïd

Prerequisites: GREK V 1201–1202, or their equivalents.

3 points. MW 1:10–2:25

GREK W 4010y

Selections from Greek Literature: Poetry

Content of course changes from year to year; it may be taken in consecutive years. Topic for 2005-06:

Homer. —D. Steiner

Prerequisites: GREK V 1201–1202, or their equivalents.

3 points. MW 11:00–12:15

GREK W 4105x, 4106y

History of Greek Literature

Lectures based on extensive readings in Greek literature from Homer to the 4th century C.E.

—x: N. Worman; y: S. Saïd

Prerequisite: At least two terms of Greek beyond V 1201, V 1202.

4 points. x, y: TuTh 2:10–4:00

GREK/LATN W 4108

History of the Greek and Latin Languages

An exploration of the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined. —E. Dickey

3 points. Not offered in 2005–06.

GREK W 4139y

Elements of Greek Prose Style

Intensive review of Greek syntax. Writing of sentences and connected passages in Greek.

—E. Scharffenberger

Prerequisite: At least four terms of Greek, or the equivalent.

3 points. MW 2:40–3:55

GREK W 4140y

Greek Stylistics

The study of the development of Greek prose style through practice in composition.

—J. Lougovaya

Prerequisite: GREK W 4139 or the equivalent.

3 points. W 2:10–4:00

Latin Language and Literature

LATN V 1101x–1102y; 1102x, 1101y

Elementary Full-Year Course

V 1101: Grammar, composition, and reading.

V 1102: Complete review of grammar and syntax; emphasis on representative readings.

V 1101 is normally prerequisite to V 1102. V 1102 may be taken without V 1101 by permission of the instructor.

No credit is given for V 1101 until V 1102 is completed.

4 points. 1101x–1102y: Sec. 1 S. Nooten MWF 1:10–2:25; Sec. 2 Instructor TBA, TuTh 4:10–6:00; Sec.

3 J. Gadjerowitz, MW 6:10–8:00

1102x: Sec. 1 A. Fishbone MW 4:10–6:00; 1101y: Sec. 1 A. Wouters MW 4:10–6:00

LATN V 1120x**Preparation for Intermediate Latin**

A one-term intensive review of basic grammar and reading skills; designed for students who have had some Latin in the past, but need further instruction to qualify for LATN V 1201.

—S. Anghel

4 points. · MWF 1:20–2:25

LATN V 1121x, y**Intensive Elementary Course**

Designed to cover all of Latin grammar and syntax in one semester in order to prepare the student to enter third-semester Latin. —x: D. Ratzan; y: K. Milnor

4 points. x: TuThF 9:10–10:25; y: TuThF 1:10–2:25

LATN V 1201x, y**Intermediate Course I**

Selections from Catullus and from Cicero or Caesar.

Prerequisite: V 1101–V 1102 or 2–3 years of high school Latin.

4 points. x: Sec. 1 A. Wouters MW 1:10–2:25, F 1:10–2:00; Sec. 2 U. Dhuga MW 6:10–8:00

y: Instructor TBA, MW 1:10–2:25, F 1:10–2:00

LATN V 1202x, y**Intermediate Course II**

Selections from Ovid, *Metamorphoses*, and Sallust, Livy, Seneca, or Phiny

Prerequisite: V 1201 or 3–4 years of high school Latin.

4 points. x: Sec. 1 A. Jervis TuTh 1:10–2:25, F 1:10–2:00

y: Sec. 1 U. Dhuga MW 4:10–6:00; Sec. 2 P. Glauthier TuTh 6:10–8:00

LATN V 3012x**Augustan Poetry**

Selections from Virgil and Horace. Combines literary analysis with work in grammar and metrics.

—R. Cribiore

Prerequisite: V 1202 or four years of high school Latin.

3 points. MW 11:00–12:15

LATN V 3033x**Medieval Literature**

A survey of medieval Latin literature, from Vulgate and the Fathers to the Renaissance of the 12th century. Includes readings of both prose and verse, with attention to both old genres—history, satire, love lyric—and new—Christian hymns and the liturgy, hagiography, exegesis. —A. Wouters

Prerequisite: Three semesters of college Latin or permission of the instructor.

3 points. MW 1:10–2:25

LATN V 3309x**Selections from Latin Literature: Poetry**

Content of course changes from year to year; it may be taken for credit in consecutive years. Topic for 2005–06: Cicero. —J. Zetzel

Prerequisite: LATN V 3012 or the equivalent.

3 points. MW 2:40–3:55

LATN V 3310y**Selections from Latin Literature: Poetry**

Content of course changes from year to year; it may be taken for credit in consecutive years. Topic for 2005–06: Satire —G. Williams

Prerequisite: LATN V 3012 or the equivalent.

3 points. MW 1:10–2:25

LATN/GREK 3996x**The Major Seminar**

Required for all majors in Classics and Classical Studies. The topic changes from year to year but is always broad enough to accommodate students in the languages as well as those in the interdisciplinary majors. Topic for 2005-06: Luxury and Self-Indulgence. The language of lavish taste and immoderate behavior in relation to ideas about the individual, civic identity, and cultural values. Readings from Homeric epic to the novel, including Greek and Roman drama, oratory, and history.
3 points. Th 4:10-6:00

LATN V 3997x, y**Directed Reading**

To be tested by a series of short papers, one long paper, or an oral or written examination. —Staff
Permission of the department chair required.
3 points.

LATN V 3998x, y**Supervised Research in Latin Literature**

A program of research in Latin literature with the composition of a paper embodying results. —Staff
Permission of the department chair required.
3 points.

LATN W 4009y**Selections from Latin Literature: Prose**

Content of course changes from year to year; it may be taken in consecutive years. Topic for 2005–06: Petronius' *Satyricon*. —K. Milnor
Prerequisite: LATN V 3012 or the equivalent.
3 points. TuTh 11:00–12:15

LATN W 4010y**Selections from Latin Literature: Poetry**

Content of course changes from year to year; it may be taken in consecutive years. Topic for 2005–06: Seneca. —A. Cameron
Prerequisite: LATN V 3012 or the equivalent.
3 points. TuTh 1:00–2:25

LATN W 4105x, 4106y**History of Latin Literature**

Lectures based on extensive readings in Latin literature from the beginning to the fourth century C.E. —J. Zetzel, G. Williams
Prerequisite: At least two terms of Latin beyond V 3012.
4 points. x: J. Zetzel MW 4:10–6:00; y: G. Williams MW 4:10–6:00

GREK/LATN W 4108x**History of the Greek and Latin Languages**

An exploration of the reasons behind the grammatical structures of classical Greek and Latin, based on examination of earlier forms of the languages and on comparison with related languages. The techniques and principles of historical linguistics will also be examined. —E. Dickey
3 points. *Not offered in 2005–06.*

LATN W 4139x**Elements of Latin Prose Style**

Intensive review of Latin syntax. Writing of sentences and connected passages in Latin. —K. Milnor
Prerequisite: At least four terms of Latin or the equivalent.
3 points. MW 11:00–12:15

LATN W 4140y**Latin Stylistics**

The study of the development of Latin prose style through practice in composition. —J. Zetzel

Prerequisite: LATN W 4139 or the equivalent.

3 points. Not offered in 2005–06.

LATN W 4152y**Medieval Latin: Latin Poetry of the Early Middle Ages**

Content of this course changes from year to year; it may be taken in consecutive years. Study of the Bible in the early Middle Ages from Ambrose to Bede. Discussion of biblical Latin translations and the application of ancient grammatical theories to biblical interpretation. Texts will include Jerome's biblical prefaces and letters, Augustine's *De doctrina christiana*, and Bede's *De schematibus et tropis*, as well as a sampling of exegetical treatises. —A. Wouters

Prerequisite: Permission of the instructor.

3 points. TuTh 1:10–2:25

Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the department chair and the major adviser. The courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.

Modern Greek Language and Literature**GRKM V 1101x****Elementary Course I**

Introduction to Modern Greek language and culture. This course is designed for students wishing to learn Greek as it is written and spoken in Greece today. As well as learning the skills necessary to read texts of moderate difficulty and converse on a wide range of topics, students explore modern Greece's cultural landscape from "parea" to poetry to political graffiti. Special attention will be paid to general problems of foreign language study and translation. How do "our," "American," "Greek-American" definitions of language and culture differ from "their," "Greek" ones? —K. Van Dyck

4–5 points. TuTh 2:10–4:00

GRKM V 1102y**Elementary Modern Greek II**

Introduction to Modern Greek language and culture. This second semester course is designed for students who have taken the first semester course V 1101 or the equivalent. It focuses again on Greek as it is written and spoken in Greece today. As well as learning the skills necessary to read texts of moderate difficulty and converse on a wide range of topics, students continue to explore modern Greece's cultural landscape. Highlights this semester include performing a shadow puppet play and compiling oral histories in Astoria. —E. Tzelepis

4–5 points. MW 9:00–10:50

GRKM V 1201x**Intermediate Course I**

Intermediate course in Modern Greek language and culture. This course is designed for students who are already familiar with the basic grammar and syntax of Modern Greek language and can communicate at an elementary level. Using films, newspapers and popular songs, students engage the finer points of Greek grammar and syntax and enrich their vocabulary. Emphasis is given to writing, whether in the form of film and book reviews or essays on particular topics taken from a selection of second year textbooks. —V. Calotychos

4–5 points. MW 2:10–4:00

GRKM V 1202y**Intermediate Modern Greek II**

Intermediate course in Modern Greek language and culture. This second semester course is designed for students who have taken the first semester course V 1201 or the equivalent. In the spring term students complete their knowledge of the fundamentals of Greek grammar and syntax while continuing to enrich their vocabulary. The aim is to be able to read simple Greek newspaper articles, essays and short stories and to discuss and summarize them in Greek.

—V. Calotychos.

4–5 points. MW 2:10–4:00

GRKM V 3105x
Modern Greek for the Bilingual Speaker

For students who have grown up speaking Greek but have difficulties reading and writing at an intermediate to advanced level. Combines intensive grammar review and in-depth study of a special topic. Since the context of the course changes each year, it may be repeated for credit.

—E. Tzelepis

3 points. M 6:10-8:00

GRKM V 3997x, y
Direct Readings

The course of study and amount of credit will be determined by the instructor in consultation with students. Independent study is designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics. —V. Calotychos

1–3 points.

GRKM V 3998x, y
Senior Research Seminar

Designed for students writing a senior thesis or doing advanced research on Greek or Greek-American topics. The course of study and amount of credits will be determined by instructor in consultation with student/s.

1–3 points.

GRKM V 3100
Myth, History and the Greek Novel (in Greek)

—V. Calotychos

3 points.

Not offered in 2005–06.

GRKM V 3306y
The Making of Modern Greek Poetry

Examines modern Greek poetry. Questions of canon formation, oral and written culture, and literature as a national institution. Traces the relation of classical tradition to modern identity; the effects of language, nation, and gender on poetic expression; and the relation of politics and ideology to poetic form. Covers mainstays of the tradition such as Solomos, Cavafy, Sikelianos, Seferis, Ritsos as well as other important poets. —V. Calotychos

3 points. Tu 2:10–4:00

GRKM W 4420
Greece and Turkey: Literature and Politics.

Topics in the literature, culture and politics of Modern Greece and Turkey with a focus on the Cyprus problem. Competency in Greek or Turkish required. —V. Calotychos

3 points.

Not offered in 2005–06.

GRKM W 4430
Greece and the Modern Imagination

An examination of Philhellenism, the Hellenic Ideal in Europe and the Greek National response to it. —S. Gourgouris

3 points. T 4:10-6:00

GRKM V 4200x
Travelers, Migrants, and Refugees in the Modern Mediterranean

Explores the literary representation of movement from multiple perspectives in the modern Mediterranean, primarily the Eastern Mediterranean. Of special interest are the mythologies of western travelers and their reception in the host culture; orientalism, classicism, colonialism and the notion of the expat.; the representation of immigrants in cultures of emigration; the exchange of populations provoked by the violent passage from Empire to nation-statism; the effects of multiculturalism and globalization on notions of space and identity in postmodern novels of the region.

—V. Calotychos

3 points. Tu 11:00–12:50

COMPARATIVE LITERATURE

320 Milbank Hall

854-8312

www.barnard.edu/acad/courses/cl.htm

The program is supervised by the Committee on Comparative Literature.

Professors: Helene Foley (Classics), Serge Gavronsky (French), Maire Jaanus (English), Alfred Mac Adam (Spanish), Catherine Nepomnyashchy (Slavic)

Associate Professors: Taylor Carman (Philosophy), Peter T. Connor (French), Erk Grimm (German), Nelson Moe (Italian), Maura Spiegel (English), Nancy Woman (Classics Chair)

Assistant Professors: David Goldfarb (Slavic), Ross Hamilton (English), David Moerman (Asian and Middle Eastern Studies), Carlos Riobo (Spanish), Michael Schuessler (Spanish), Rebecca Stanton (Slavic), Elizabeth Weinstock (English)

Senior Lecturers: James Crapotta (Spanish), Cary Plotkin (English)

The program enables the student to pursue the study of at least two literatures in two different languages and to explore the possibilities and methods of literary study both historically and across national boundaries. In consultation with her adviser, the student will shape a program that will give her a foundation in her two central literatures and in one major period, genre, theme, or theoretical issue.

REQUIREMENTS FOR THE MAJOR

To enter the program a student must normally have completed the required sequence necessary for entry into the advance literature courses of her major program. This varies from language to language; students should consult the chair. Each student, after consultation with the chair, chooses an adviser from one of her two literature departments. This adviser guides her in developing a sequence of courses appropriate for her goals in the major. All students are required to take Comparative Literature and Society BC 3001 and 14 courses normally to be chosen from the following categories:

- One** course in appropriate classical texts chosen from The Classical Tradition (CLLT W 4300), Introduction to the Hebrew Bible (REL V 3201), and Introduction to the New Testament (REL V 3202), for those specializing in languages and literature in the Western tradition; Asian Humanities (AHU V 3399 or V 3400), for those specializing in languages and literatures in Eastern traditions; or other courses with approval of the adviser.
- One** course in literary theory. Students will normally be expected to satisfy this requirement by taking CSO V 3950 The Junior Colloquium in Literary Theory. If study abroad plans make this impossible, other courses may be substituted such as ENG BC 3194, FRE BC 3048 (x or y), CLEN W 4902.
- Three** courses from **each of two** literary traditions studied in the original languages. Foreign literature courses must be beyond the introductory level.
- Five** elected courses in comparative literature or literary theory (studied in the original or in translation) related to the student's individual program.
- One** course, either an appropriate seminar or a tutorial, for the writing of a senior thesis.

The Senior Thesis must deal with material from at least the two central literatures in the student's major. In addition this thesis must treat, at least in part, the one period, genre, theme, or theoretical issue that has shaped the student's program. The choice of topic for

this senior essay and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program. A detailed memorandum on planning the major is available from the chair and the Comparative Literature web site.

Students who wish to major in Comparative Literature, but who for valid reasons wish to pursue a program at variance with the above model, should consult the chair.

COURSES OF INSTRUCTION

CPLS BC 3001x

Introduction to Comparative Literature

Introduction to the study of literature from a comparative and cross-disciplinary perspective. Readings will be selected to promote reflection on such topics as the relation of literature to the other arts; nationalism and literature; international literary movements; post-colonial literature; gender and literature; and issues of authorship, influence, originality, and intertextuality. —N. Worman

3 points. MW 2:40–3:55

CPLS V 3950y

Junior Colloquium in Literary Theory

An examination of concepts and assumptions present in contemporary views of literature. Theory of meaning and interpretation (hermeneutics); questions of genre (with discussion of representative examples); a critical analysis of formalist, psychoanalytic, structuralist, post-structuralist, Marxist, and feminist approaches to literature. —D. Goldfarb

4 points. TuTh 11:00–12:15 Limited to 18 students.

CPLS BC 3106x

Genius and Madness

An exploration of the intersection between lunacy, talent and inspiration as it is thematized in artistic and theoretical works from the late 18th century to the present. Texts by Kant, Schopenhauer, Nietzsche, Foucault, Büchner, Hölderlin, Poe, Kleist, Bernhard, Conrad, Gilman, and Mann. Films by Herzog, Blank, and Coppola. —Instructor TBA

3 points.

CPLS BC 3200y

The Verbal and Visual Arts

Analysis and discussion of the relation of literature to painting, photography, and film. Emphasis on artistic and literary concepts concerning the visual dimension of narrative and poetic texts from Homer to Burroughs. Explores the role of description, illustration, and montage in realist and modern literature. —E. Grimm

3 points. Not offered in 2005–06.

CPLS V 3223

Postwar East European Prose

A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz Borowski, Czesław Miłosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadás Peter, Danilo Kiš, Milorad Pavić, Milan Kundera, Josef Škvorecký, Tereza Boučková, and others. —D. Goldfarb

3 points. Not offered in 2005–06.

CPLS V 3235

Imagining the Self

Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory, ventriloquized, or otherwise problematic. Works include Homer, Virgil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts. —R. Stanton

3 points.

CPLS V 3280y**Contemplation and Experimental Knowledge in Modern Literature and Art**

Origin of the concept of contemplation in Plato and Neoplatonists; contemplation as a form of spiritual practice in the 16th century; the place of contemplation in the industrialized world, with emphasis on its role in literature and the visual arts. Selections from Plato, Plotinus, Augustine, Ignatius, Weber, Proust, Weil, Heidegger; Beckett, Arendt; films by Eisenstein, Marker, and others; various art works. —P. Connor

3 points.

CPLS V 3680y**Freud**

Origins and major concepts of psychoanalysis through close analysis of Freud's writings. Topics include: the unconscious, repression, infantile sexuality, hysteria, neurosis, psychosis, parapraxes, the theory of dreams, fetishism. Readings include *The Interpretation of Dreams*, the case histories (Anna O., Dora, Rat Man, Wolf Man, Schreber), and a number of metapsychological papers. —P. Connor

3 points.

CPLS V 3675x**Mad Love**

The history of irrational love as embodied in literary and non-literary texts throughout the Western tradition. Readings include the Bible, Greek, Roman, Medieval, and modern texts. —A. Mac Adam

3 points.

CLSP BC 3210y**Barroco**

An exploration of 17th- and 18th-century baroque literature, art, architecture, and music, followed by a comparative reading of neo-baroque, 20th-century phenomena in Europe, the United States, and Latin America. —C. Riobo

3 points.

CPLS BC 3125y**Opera and Literature/Opera as Literature**

What is an operatic text and how do we "read" it? An examination of the changing relationship between text and music in opera; operatic transformations of literature; opera's representation in literature; critical readings of opera (psychoanalytic, feminist, queer). Works by Monteverdi, Gluck, Mozart, Donizetti, Verdi, Wagner, Strauss, Debussy, and Britten. —J. Crapotta

3 points.

CLIA V3660y**Mafia Movies: *The Godfather* to *The Sopranos***

Examines representations of the mafia in American and Italian Film. Special attention to questions of ethnic identity and immigration. Comparison of different histories and myths of the mafia in the U.S. and Italy. Readings includes novels, historical studies, and film criticism. —N. Moe

3 points.

CPLC BC 3120x**The Poetics of the Mouth**

Explores the imagery of eating, drinking, spitting, choking, sucking (and other unmentionables) in relation to speaking style and character type. Readings from Greek poetry (e.g., Hesiod, tragedy, oratory) to modern theory (e.g., Kristeva, Powers of Horror). Bakhtin's *Rabelais and His World* provide an important frame for discussions. —N. Worman

3 points.

CPLS BC3123

Poetics and Politics of Friendship: Modern Literature and the Experience of Bonding

Examines and compares significant 19th c./20th c. literary approaches to friendship as intermediary between individualism and communal life. Discussion of culturally formed concepts and attitudes in modern or postcolonial setting. Reading of Dickens, Hesse, Woolf, Ocampo, Puig, Fugard, Emerson, Derrida, Rawls. —E. Grimm

Prerequisites: Intro to Comp. Lit.; completion of intermediate language courses.

3 points.

CPLS BC 3135

Americans (and Others) in Paris

An exploration of 19th and 20th century expatriate American writers and their French forebears and contemporaries. Texts by Flaubert, James, Proust, Wharton, Colette, Stein, Hemingway, Duras. —N. Piore

3 points.

CPLS BC 3147

Renaissance Women Writers

An exploration of women writers in England, France and Italy from the 15th to 17th century. Poetry, narrative and theater focusing on topics such as love, sex, society, power, and God by Christine de Piza, Gaspara Stampa, Marguerite de Nararre, Louise Labe, Elizabeth Cary, Mary Wroth, Margaret Cavendish, Aphra Behn, Madame de Lafayette and others.—A. Prescott and L. Postlewaite

3 points.

CPSL V 3310

Sade/Masoch: Literature of Domination and Submission

An attempt to recover the philosophical and political context of the works of the Marquis de Sade and Leopold von Sacher Masoch, to reassess major theories of sado-masochism, and to consider recent works in this tradition. The texts will raise questions of gender and power; psychology, aesthetics, and politics; narration and staging; nationalism, race, sexual identity; and socio-economic class. —D. Goldfarb

3 points. Time TBA

CLEN V 3705y

19th Century Comparative Fiction

Readings in the 19th century novel and short story: works by Gogol, Dostoyevsky, Turgenev, Dickens, Melville, Hawthorne, Stevenson, Gissing, Balzac, Zola, and others. Focusing on the figures of the misfit, madman, criminal, feminist, and failed social aspirant, we will explore a range of anxieties surrounding the formation of 19th century male and female bourgeois subjectivity. —M. Spiegel

3 points.

CPLS V 3790y

Aesthetics of the Grotesque

An examination of the grotesque in different cultural contexts from late Renaissance to the postmodern period comparing modes of transgression and excess in Western literature and film. Particular emphasis on exaggeration in style and on fantastic representations of the body, from the ornate and corpulent to the laconic and anorexic. Readings in Rabelais, Swift, Richardson, Poe, Gogol, Kafka, Meyrink, Pirandello, Greenaway, M. Python. —E. Grimm

3 points.

CRLS W4012x

The Russian Novel and the West: Dostoevsky, Tolstoy and the English Novel

Representative and influential Russian novels and stories read in juxtaposition to Western counterparts from the eighteenth to the twentieth centuries. Parallel reading list in the original and in translation.—L. Knapp

Prerequisites: Instructor,s permission.

3 points.

ENG BC 3194x, y

Critical and Theoretical Perspectives on Literature

1. A History of Criticism
2. Literary Theory
3. Psychoanalytical Approaches to Literature
4. Post-modern Texts and Theory

CPLS BC 3997**Senior Seminar**

—Instructor TBA

4 points.

CPLS BC 3999x, y**Independent Research**

Independent research, primarily for the senior essay, directed by a chosen faculty adviser and with the chair's permission. The senior seminar for majors writing senior essays will be taught in the Spring term.
4 points.

COMPARATIVE LITERATURE COURSES TAUGHT IN OTHER DEPARTMENTS

(See relevant department listings in Asian and Middle Eastern Cultures, Classics, English, French, German, Italian, Slavic Languages, Spanish, and Women's Studies for details.)

Asian Humanities AHUM V 3399, V 3400 Colloquium on Major Texts

Classical Literature CLLT V 3132x Classical Myth

Classical Literature CLLT W 4300y The Classical Tradition

Comparative Literature/Swedish W 3610 Scandinavian Writing Since the 60s

English ENGL BC 3997x 2. Substance and Accident

English ENGL BC 3997x 5. Postcolonial Literature

English ENGL BC 3140x 1. Fable and Fantasy

English ENGL BC 3140y 1. Introduction to Film and Film Theory

English ENGL BC 3158y Medieval Literature

English ENGL BC 3171x The Novel

English ENGL BC 3187 American Writers and Their Foreign Counterparts

English ENGL BC 3190y Global Literature in English

English/Religion ENRE BC 33810 Literary Approaches to the Bible

Finnish W 4206 Introduction to Finnish Culture

French FREN BC 3042y 7. African Cinema

French FREN BC 3420–3421 Introduction to French and Francophone Studies, I and II

French FREN BC 3047 French and Francophone Cultures

Sec. 11x: Blacks, Jews and Arabs in France

Sec. 14y: Marx in France

Spanish Literature SPAN BC 3203 Women Poets of the Americas

Theatre THTR BC 3150x–3151y Theatre History

Theatre THTR BC 3005x Acting Social Comedy

Theatre THTR BC 3166 Drama, Theatre, and Theory

Women's Studies WMST BC 3137 Women and the Literature of the Resistance

Recommended Courses of Related Interest (Taught in English)

Asian Humanities AHUM W 4029x Colloquium on Major Works of Japanese Thought, Religion, and Literature

Asian Humanities AHUM W 4030y Colloquium on Major Works of Japanese Thought, Religion, and Literature

Czech CZCH W 4030y Post-War Czech Literature

English ENGL BC 3186 Modern Drama

English ENGL BC 3176 The Romantic Era

French FREN BC 3049 France on Film

French FREN BC 3053 Seminar in Translation

German GERM BC 3201x Introduction to German Culture and Thought

German GERM BC 3215x From Text to Screen: German Literature and Film

German GERM BC 3232y From Decadence to Dada

Italian ITAL W 4502x Italian Cultural Studies I: From Unification to World War I

Italian ITAL W 4503y Italian Cultural Studies II: From World War I to the Present

Polish POLI W 4110x The Polish Novel

Russian RUSS W 4010y Russian Women in Literature and Culture

Russian RUSS W 4070x Nabokov

Russian RUSS V 3220x 19th-Century Russian Prose

Russian RUSS V 3221y 20th-Century Russian Prose

Russian RUSS V 3222y Tolstoy

Spanish SPAN BC 3255 Image and Word: Crosscurrents in the Art and Literature of Hapsburg Spain

Spanish SPAN BC 3203 Twentieth Century Women Poets of the Americas: Kindred Voices

Ukrainian W 4021x Introduction to Ukrainian Literature

Yiddish W 3800 Readings in Yiddish Literature

COMPUTER SCIENCE

450 Computer Science Building

854-2736; 939-7000
www.cs.columbia.edu

Chair: Henning G. Schulzrinne
450 Computer Science, 212-939-7004

Vice Chair for Undergraduate Education: Alfred V. Aho,
513 Computer Science, 212-939-7067

Professors: Alfred V. Aho, Peter K. Allen, Peter Belhumeur, Steven M. Bellovin, Steven K. Feiner, Zvi Galil, Jonathan L. Gross, Julia Hirschberg, Gail E. Kaiser, John R. Kender, Kathleen R. McKeown, Shree K. Nayar, Henning G. Schulzrinne, Salvatore J. Stolfo, Joseph F. Traub, Stephen H. Unger, Henryk Wozniakowski, Minmalis Yannakakis, Yechiam Yemini

Associate Professors: Luis Gravano, Jason Nieh, Steven M. Nowick, Kenneth A. Ross

Assistant Professors: Adam Cannon, Luca Carloni, Stephen A. Edwards, Eitan Grinspun, Zeph Grunschlag, Tony Jebara, Angelos D. Keromytis, Christina Leslie, Tal Malkin, Vishal Misra, Ravi Ramamoorthi, Rocco Servedio, Elizabeth Sklar

Adjunct Faculty: Alexander Bililis, Marcus Hofman, Randy J. Moulic, William B. Paley, Alexander Pasik, Michael Reed, Dvid Sturman, George Wolberg, Bernard Yee

Computer science is the study of how to communicate and transform information. Developments in the field over the past few decades have profoundly changed society, and this effect is likely to accelerate in the future. Information processing techniques are being applied increasingly in the fields of medicine, business, law, science, and finance. The goal of the theoretical side of computer science is to characterize the inherent complexity of computations, including the issue of what problems are solvable. The goal of the applied side of the field is to design cost-effective computer systems that are easy and pleasant to use, including the possibility of “intelligent” systems that mimic some aspects of human behavior.

The bachelor of arts degree in Computer Science encourages students to obtain broad exposure to the arts, humanities, and social sciences while at the same time providing them with the appropriate Computer Science background necessary for graduate study or a professional career. Computers have an impact on nearly all areas of human endeavor, so the department also offers several courses intended for students who plan a Computer Science major or concentration.

PROGRAM OVERVIEW

The computer science major offers maximum flexibility by providing students with a range of options for specializing their degree program. Students study a common core of fundamental topics, supplemented by a track that identifies specific areas for deeper study.

The *foundations track* prepares students for advanced work in fundamental theoretical and mathematical aspects of computing, including analysis of algorithms, scientific computing, and security. The *systems track* prepares students for immediate employment in the computer industry as well as advanced study in such areas as software engineering, operating systems, computer-aided digital design, computer architecture, programming languages, and user interfaces. The *artificial intelligence track* provides specialization for the student interested in natural language processing and systems capable of exhibiting “human-like” intelligence. The *applications track* is for students interested in the implementation of interactive multimedia content for the Internet and wireless applications. The *vision of graphics track* exposes students to computer vision, graphics, human-computer

interaction and robotics. A *combination track* is available to students who wish to pursue an interdisciplinary course of study combining computer science and another field in arts, humanities, mathematics, natural sciences, or social sciences. A student planning a combination track should be aware that one additional course is required to complete this option

REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE

All majors should confer with the program consultant each term in planning their programs of study. Students considering a major in computer science are encouraged to talk to a program consultant during their first or second year. The requirements that follow are special to this department and must be read in conjunction with the general requirements for the bachelor's degree. This program is a major revision from prior years. As a rule, no more than 12 transfer credits will be accepted toward the degree.

Program of study:

- The introductory classes Computer Science W 1004 and W 1007 in the first year
- Computer Science W 3157-Advanced programming, W 3203-Discrete mathematics, and W 3137-Data structures and algorithms in the second year
- Most of the remaining required core courses in the second and third years

This allows the most freedom possible in selecting a specialized track and completing the requirements during the junior and senior years. It is particularly important to complete the core requirements and to seek advice from a track consultant to better plan your course of study as early as possible. The first two introductory Computer Science courses (W1004 and W 1007) are taught in Java. The next two, Advanced Programming (W 3157) and Data Structures and Algorithms (W 3139) are taught in C/C++ so students will become multilingual. Programming classes make use of an extensive array of computing facilities available on campus.

Required courses: 41 or 44 credits.

Computer Science Core (23 credits): W 1004, W 1007, W 3203, W 3137, W 3157, W 3261, W 3827. Students may take the honors class 1009 in place of 1007, and the honors class 3139 in place of 3137. Students who have taken AP Computer Science in high school and received a grade of 4 or 5 can waive W 1004.

Mathematics (3 credits): one semester of calculus.

Track requirement (15 or 18 credits): each student must also fulfill the track requirement by selecting one of six upper-level tracks. Each track, except the combined track, requires five courses of which 2 or 3 are required, 1 is an elective breadth course, and 1 or 2 are elective track courses. The combined track requires a cohesive selection of six advanced courses: three 3000- or 4000-level Computer Science courses and three 3000- or 4000-level courses from another field. The elective breadth course in each track can be any 3-point COMS 3000-level or higher course that is not a Computer Science Core course or a technical elective in that track.

Foundations track (15 credits): for students interested in algorithms, computational complexity, scientific computing, and security. The required track courses are Computer Science (COMS) W 4231, W 4236, W 4241. The elective track courses include COMS W 4203, W 4205, W 4281, W 4444, W 4771, W 4772, W 4995.

Systems track (12 credits): for students interested in networking, programming languages, operating systems, and software systems. The required track courses are COMS W 4115, W 4118, W 4119. The elective track courses include any COMS W 41xx course, any W48xx course, W 4444, W 3902, W 3998, W 4901, W 4995, W 4996.

Artificial intelligent track (12 credits): for students interested in machine learning, robots, and systems capable of exhibiting “human-like” intelligence. The required track course is COMS W 4701, plus any two of W 4705, W 4731, W 4733, W 4771. The elective track courses include COMS W 3902, W 3998, W 40xx, W 4165, W 4252, W 47xx, W 4901, W 4995, W 4996.

Applications track (12 credits): for students interested in interactive multimedia applications for the Internet and wireless networks. The required track courses are COMS W 4115, W4170, W4701. The elective track courses include COMS W 3902, W 3998, W 901, W 41xx, W 47xx, W 4995, W 4996.

Vision and graphics track (12 credits): for students interested in computer vision, graphics, and advanced forms of human-computer interaction. The required track courses are COMS W 4160 and W 4731. The elective track courses include COMS W 3902, W 3998, W 4901, W 4162, W 4165, W4167, W 4170, W 4701, W 4733, W 4735, W 4771, W 4995, W 4996.

Combination track (15 credits): for students who wish to combine Computer Science with another discipline. A coherent selection of six courses is required: three 3000- or 4000-level Computer Science courses and three 3000- or 4000-level courses from another discipline. This track should be selected by the end of the first semester of the junior year and the courses should be planned with your advisor. The other discipline can be any one in the arts, humanities, mathematics, natural sciences, or social sciences.

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

Courses: 23 credits. Required computer science courses – 23 credits: W 1004, W 1007, W 3203, W 3137, W 3157, W 3261, and W 3827 or any 4000-level computer science course. W 1009 may be substituted for W 1007, and W 3139 may be substituted for W 3137.

COURSES OF INSTRUCTION

COMS W 1001x and y

Introduction to Computers

Intended primarily for students in the humanities and not available to engineering students. General introduction to computer science, including the design of algorithms and computer hardware, as well as hands-on experience with applications such as spreadsheets, databases, and the World Wide Web. Introductory Programming in Java. —Instructor TBA

3 points.

COMS W1003x or y

Introduction To Computer Science and Programming In C

A general introduction to computer science concepts, algorithmic problem-solving capabilities, and programming skills in C. Science requirement: partial fulfillment.—Instructor TBA.

3 points.

COMS W 1004x, y**Introduction to Computer Science and Programming in Java**

A general introduction to computer science designed to prepare student with no prior programming background for the major. The course develops an understanding of the fundamental concepts, algorithmic problem-solving capabilities, and programming skills critical to the CS core. Provides some programming background in Java and baseline Unix skills in preparation for COMS W1007.—A. Aho

3 points.

COMS W 1007x or y**Object-Oriented Programming and Design in Java**

The second course for majors in computer science. A rigorous treatment of object-oriented concepts using Java as an example language. Development of sound programming and design skills, problem solving and modeling of real world problems from science, engineering, and economics using the object-oriented paradigm. Science requirement: partial fulfillment. —A. Cannon, E. Sklar.

Prerequisites: COMS W1004 or AP Computer Science with a grade of 4 or 5.

3 points.

COMS W 1009x**Honors Introduction to Computer Science**

An honors-level introduction to computer science, intended primarily for students considering a major in computer science. Computer science as a science of abstraction. Creating models for reasoning about and solving problems. The basic elements of computers and computer programs. Implementing abstractions using data structures and algorithms. Taught in Java. —J. Kender

Prerequisites: COMS W1004.

3 points.

ECBM E 3060x**Introduction To Genomic Information Science and Technology**

Introduction to the information system paradigm of molecular biology. Representation, organization, structure, function and manipulation of the bio-molecular sequences of nucleic acids and proteins. The role of enzymes and gene regulatory elements in natural biological functions as well as in biotechnology and genetic engineering. Recombination and other macromolecular processes viewed as mathematical operations with simulation and visualization using simple computer programming. This course shares lectures with ECBM E4060, but the work requirements differ somewhat.

3 points

COMS W 3101x and y**Programming Languages**

Introduction to a programming language. Each section is devoted to a specific language. Intended only for those who are already fluent in at least one programming language. Sections may meet for one hour per week for the whole term, for three hours per week for the first third of the term, or for two hours per week for the first six weeks. May be repeated for credit if different languages are involved. Science requirement: partial fulfillment. —Instructor TBA

Prerequisites: Fluency in at least one programming language.

3 points.

COMS W 3133x or y**Data Structures in C**

Not intended for computer science majors. Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Taught in C. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139.

—Instructor TBA

Prerequisite: COMS W 1003 or knowledge of C.

3 points.

COMS W 3134x or y
Data Structures in JAVA

Not intended for computer science majors. Data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Rudiments of the analysis of algorithms. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139. —Instructor TBA

Prerequisite: COMS W 1004 or knowledge of Java.

3 points.

COMS W 3137x and y
Data Structures and Algorithms

Data types and structures: arrays, stacks singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in C/C++. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139. Science requirement: partial fulfillment.

—Z. Grunschlag

Prerequisites: COMS W3157. *Corequisites:* COMS W3203.

4 points.

COMS W 3139y
Honors Data Structures and Algorithms

An honors introduction to data types and structures: arrays, stacks, singly and doubly linked lists, queues, trees, sets, and graphs. Programming techniques for processing such structures: sorting and searching, hashing, garbage collection. Storage management. Design and analysis of algorithms. Taught in C/C++. Note: Due to significant overlap, students may receive credit for only one of the following four courses: COMS W3133, W3134, W3137, and W3139. Science requirement: partial fulfillment. —Instructor TBA

Prerequisite: COMS W 3157

Corequisites: COMS W 3203

4 points.

COMS W 3157x or y
Advanced Programming

Practical, hands-on introduction to programming techniques and tools for professional software construction, including learning how to write code to given specifications as well as document the results. Provides introductory overview of C and C++ in a UNIX environment, for students with Java background. Also introduces scripting languages (perl) and basic web programming. UNIX programming utilities are also covered. Science requirement: partial fulfillment. Lab Required.

—E. Sklar.

Prerequisites: COMS W1007 or COMS W1009

4 points.

COMS W 3203x or y
Discrete Mathematics: Introduction to Combinatorics and Graph Theory

Logic and formal proofs, sequences and summation, mathematical induction, binomial coefficients, elements of finite probability, recurrence relations, equivalence relations and partial orderings, and topics in graph theory (including isomorphism, traversability, planarity, and colorings). Science requirement: partial fulfillment. —J. Gross., Z. Grunschlag.

Prerequisites: Any introductory course in computer programming.

3 points.

COMS W 3210y
Scientific Computation

Introduction to computation on digital computers. Design and analysis of numerical algorithms. Numerical solution of equations, integration, recurrences, chaos, differential equations. Introduction to Monte Carlo methods. Properties of floating point arithmetic. Applications to weather prediction, computational finance, computational science, and computational engineering. Science requirement: partial fulfillment.—J. Traub.

Prerequisites: Two terms of calculus.
 3 points.

COMS W 3251x
Computational Linear Algebra

Computational linear algebra, solution of linear systems, sparse linear systems, least squares, eigenvalue problems, and numerical solution of other multivariate problems as time permits. Science requirement: partial fulfillment.

—Instructor TBA
Prerequisites: Two terms of calculus.
 3 points.

COMS W 3261x or y
Computer Science Theory

Regular languages: deterministic and non-deterministic finite automata, regular expressions. Context-free languages: context-free grammars, push-down automata. Turing machines, the Chomsky hierarchy, and the Church-Turing thesis. Introduction to Complexity Theory and NP-Completeness. Science requirement: partial fulfillment. —J. Feldman, J. Grunschlag.
Prerequisites: COMS W3139 and W3203.
 3 points.

CSEE W3827x and y
Fundamentals of Computer Systems

Fundamentals of computer organization and digital logic. Boolean algebra, Karnaugh maps, basic gates and components, flipflops and latches, counters and state machines, basics of combinational and sequential digital design. Assembly language, instruction sets, ALU's, single-cycle and multi-cycle processor design, introduction to pipelined processors, caches, and virtual memory. Science requirement: partial fulfillment. —P. Belhumeur, S. Unger.
Prerequisites: An introductory programming course, COMS W1007 or W1009, or the equivalent.
 3 points.

COMS W 3902x or y
Undergraduate Thesis

An independent theoretical or experimental investigation by an undergraduate major of an appropriate problem in computer science carried out under the supervision of a faculty member. A formal written report is mandatory and an oral presentation may also be required. May be taken over more than one term, in which case the grade will be deferred until all 6 points have been completed.
Prerequisite: Agreement by a faculty member to serve as thesis adviser. Consult the department for section assignment.
 1–6 points.

COMS W 3995x or y
Special Topics in Computer Science

Special topics arranged as the need and availability arise. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit. —Instructor TBA
Prerequisite: The instructor's permission.
 3 points.

COMS W 3998x, y

Undergraduate Projects in Computer Science

Independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for a total of more than 3 points of degree credit. —Instructor TBA

Consult the department for section assignment. Prerequisites: Approval by a faculty member who agrees to supervise the work.

1–3 points.

ECBM E 4060x

Introduction to Genomic Information

Introduction to the information system paradigm of molecular biology. Representation, organization, structure, function and manipulation of the biomolecular sequences of nucleic acids and proteins. The role of enzymes and gene regulatory elements in natural biological functions as well as in biotechnology and genetic engineering. Recombination and other macromolecular processes viewed as mathematical operations with simulation and visualization using simple computer programming. —Instructor TBA

—Instructor TBA

3 points.

COMS W 4111x and y

Database Systems

The fundamentals of database design and implementation: data modeling, logical design of relational databases, relational data definition and manipulation languages, SQL, storage and indexing techniques, query processing, transaction processing, concurrency control, recovery, security and integrity. Programming projects are required. Science requirement: partial fulfillment. —L. Gravano.

Prerequisites: COMS W3137 as well as working knowledge of C++ or Java, or the instructor's permission.

3 points.

COMS W 4115x and y

Programming Languages and Translators

Modern compiler implementation and programming language design. Language styles including imperative, object-oriented, declarative, functional, and scripting languages. Language design issues including syntax, control structures, data types, procedures and parameters, binding, scope, run-time organization, and exception handling. Implementation of language translation tools including compilers and interpreters. Language translation concepts including lexical, syntactic and semantic analysis; code generation; and an introduction to code optimization. Teams implement a language and its compiler. —x: S. Edwards; y: A. Aho

Prerequisites: COMS W3137 or equivalent, W3261, and CSEE W3827, or permission of the instructor.

3 points.

COMS W 4117x or y

Compilers and Interpreters

Continuation of COMS W4115, with broader and deeper investigation into the design and implementation of contemporary language translators, be they compilers or interpreters. Topics include: parsing, semantic analysis, code generation and optimization, run-time environments, and compiler-compilers. A programming project is required. —A. Aho

Prerequisites: COMS W4115 or permission of the instructor.

3 points.

COMS W 4118x

Operating Systems I

Design and implementation of operating systems. Topics include process management, process synchronization and interprocess communication, memory management, virtual memory, interrupt handling, processor scheduling, device management, I/O, and file systems. Case study of the UNIX operating system. A programming project is required. —J. Nieh, A. Keromytis

Prerequisites: CSEE W 3827, and knowledge of C and programming tools as covered in COMS W 3157 or W 3101, or Instructor's permission.

3 points.

COMS W 4119x and y **Computer Networks**

Introduction to computer networks and the technical foundations of the Internet, including applications, protocols, local area networks, algorithms for routing and congestion control, security, elementary performance evaluation. Several programming assignments and a lab project may be required. — V. Misra, Y. Yemini

Prerequisite: COMS W 4118, including good knowledge of C/C++.

3 points.

COMS W 4156x or y **Advanced Software Engineering**

Theory and practice of process life cycle, project planning, requirements capture, software design, team programming, unit and integration testing, system delivery and maintenance, process and product evaluation and improvement. Also covers component-based software engineering models such as CORBA, COM+, EJB, .NET, Web Services. Centers on an intense semester-long multi-iteration team project that requires pair programming and other agile programming practices. — G. Kaiser

Prerequisites: Instructor's permission. *Strongly recommended:* At least one COMS W41xx course and/or COMS W4444. Assumes substantial prior real-world (not classroom) software development experience in at least one mainstream programming language such as C, C++, Java or C#.

3 points.

COMS W 4160y **Computer Graphics**

Introduction to computer graphics. Topics include 3D viewing and projections, geometric modeling using spline curves, graphics systems such as OpenGL, lighting and shading, and global illumination. Significant implementation is required: the final project involves writing an interactive 3D video game in OpenGL. — R. Ramamoorthi

Prerequisites: COMS 3139, or 3157, 4156 is recommended. Strong programming background and some mathematical familiarity including linear algebra is required.

3 points.

COMS W 4162 y **Advanced Computer Graphics**

A second course in computer graphics covering more advanced topics including image and signal processing, geometric modeling with meshes, advanced image synthesis including ray tracing and global illumination, and other topics as time permits. Emphasis will be placed both on implementation of systems and important mathematical and geometric concepts such as Fourier analysis, mesh algorithms and subdivision, and Monte Carlo sampling for rendering. —R. Ramamoorthi

Prerequisites: COMS 4160 or equivalent, or instructor's permission.

3 points.

COMS W 4165x **Computational Techniques in Pixel Processing**

Intended for graduates and advanced undergraduates. An intensive introduction to image processing – digital filtering theory, image enhancement, image reconstruction, antialiasing, warping, and the state-of-the-art in special effects. Topics form the basis of high-quality rendering in computer graphics and low-level processing for computer vision, remote sensing, and medical imaging. Emphasizes computational techniques for implementing useful image-processing functions.

—G. Wolberg.

Prerequisites: COMS W3157, W3251 (recommended) and a good working knowledge of UNIX and C.

3 points.

COMS W4167x or y
Computer Animation

Intensive introduction to computer animation, including: fundamental theory and algorithms for computer animation, keyframing, kinematic rigging, simulation, dynamics, free-form animation, behavioral/procedural animation, particle systems, post-production; small groups implement a significant animation project; advanced topics as time permits.— E. Grinspun

Prerequisites: COMS W3139 or W3137, and W4156 is recommended. Previous familiarity with C is recommended.

3 points.

COMS W 4170x
User Interface Design

Introduction to the theory and practice of computer user interface design, emphasizing the software design of graphical user interfaces. Topics include basic interaction devices and techniques, human factors, interaction styles, dialogue design, and software infrastructure. Design and programming projects will be required. —S. Feiner

Prerequisite: COMS W 3137.

3 points.

COMS W 4180 x or y
Network Security

Introduction to network security concepts and mechanisms; measures employed in countering such threats. Concepts and tools available in order to assume an appropriate security posture.

Foundations of network security and an in-depth review of commonly-used security mechanisms and techniques, security threats and network-based attacks, applications of cryptography, authentication, access control, intrusion detection and response, security protocols (IPsec, SSL, Kerberos), denial of service attacks and defenses, viruses and worms, software vulnerabilities, web security, wireless security, and privacy. Science requirement: partial fulfillment. —A. Keromytis.

Prerequisites: COMS W3137 or W3139, and W4119, or the instructor's permission.

3 points.

COMS W4203y
Graph Theory

Isomorphism testing, algebraic specification, symmetries, spanning trees, traversability, planarity, drawings on higher-order surfaces, colorings, extremal graphs, random graphs, graphical measurement, directed graphs, Burnside-Polya counting, voltage graph theory. Science requirement: partial fulfillment. —J. Gross

Prerequisites: COMS W3203 General introduction to graph theory.

3 points.

COMS W4205x
Combinatorial Theory

Sequences and recursions, calculus of finite differences and sums, elementary number theory, permutation group structures, binomial coefficients, Stirling numbers, harmonic numbers, generating functions. Science requirement: partial fulfillment. —J. Gross

Prerequisites: COMS W3203 and a course in calculus

3 points.

COMS W 4231x
Analysis of Algorithms I

Introduction to the design and analysis of efficient algorithms. Topics include models of computation, efficient sorting and searching, algorithms for algebraic problems, graph algorithms, dynamic programming, probabilistic methods, approximation algorithms, and NP-completeness. Note: This course is same as CSOR W4231(CS and IEOR dept.) —M. Yannakakis

Prerequisites: COMS W 3137 or W 3139, and W 3203.

3 points.

COMS W 4236y**Introduction to Computational Complexity**

Develops a quantitative theory of the computational difficulty of problems in terms of the resources (eg. time, space) needed to solve them. Classification of problems into complexity classes, reductions and completeness. Power and limitations of different modes of computation such as nondeterminism, randomization, interaction and parallelism. Science requirement: partial fulfillment.

—M. Yannakakis, R. Servedio.

Prerequisites: COMS W3261.

3 points.

COMS W 4241y**Numerical Algorithms and Complexity**

Modern theory and practice of computation on digital computers. Introduction to concepts of computational complexity. Design and analysis of numerical algorithms. Applications to computational finance, computational science, and computational engineering. —J. Traub

Prerequisite: Knowledge of a programming language. Some knowledge of scientific computation is desirable.

3 points.

COMS W 4252x or y**Introduction to Computational Learning Theory**

Possibilities and limitations of performing learning by computational agents. Topics include computational models of learning, polynomial time learnability, learning from examples and learning from queries to oracles. Computational and statistical limitations of learning. Applications to Boolean functions, geometric functions, automata. —R. Servedio

Prerequisite: COMS W4231 or COMS W4236 or (COMS W3203 and permission of instructor) or (COMS W3261 and permission of instructor.)

3 points.

COMS W4261x or y**Introduction To Cryptography**

An introduction to modern cryptography, focusing on the complexity-theoretic foundations of secure computation and communication in adversarial environments. The emphasis in the class is on a rigorous approach, based on precise definitions and provably secure protocols. Topics include private and public key encryption schemes, digital signatures, authentication, pseudorandom generators and functions, one-way functions, trapdoor functions, number theory and computational hardness, identification and zero knowledge protocols.—T. Malkin

Prerequisites: Comfort with basic discrete math and probability. *Recommended:* COMS W3261 or COMS W4231.

2.5 points.

COMS W4281x or y**Introduction To Quantum Computing**

Introduction to quantum computing. Shor's factoring algorithm, Grover's database search algorithm, the quantum summation algorithm. Relationship between classical and quantum computing. Potential power of quantum computers. Science requirement: partial fulfillment.

—H. Wozniakowski.

Prerequisites: Knowledge of linear algebra. Prior knowledge of quantum mechanics is not required although helpful.

3 points.

COMS W 4444x

Programming and Problem Solving

Hands-on introduction to solving open-ended computational problems. Emphasis on creativity, cooperation, and collaboration. Projects spanning a variety of areas within computer science, typically requiring the development of computer programs. Generalization of solutions to broader problems, and specialization of complex problems to make them manageable. Team-oriented projects, student presentations, and in-class participation required. —K.Ross

Prerequisites: COMS W3139 and W3824.

3 points.

COMS W 4701x, y

Artificial Intelligence

Provides a broad understanding of the basic techniques for building intelligent computer systems. Topics include state-space problem representations, problem reduction and and-or graphs, game playing and heuristic search, predicate calculus, and resolution theorem proving. AI systems and languages for knowledge representation, machine learning and concept formation and other topics such as natural language processing may be included as time permits.

— x: K. McKeown; y: S. Stolfo

Prerequisite: COMS W 3139.

3 points.

COMS W 4705x

Natural Language Processing

Computational approaches to natural language generation and understanding. Recommended preparation: some previous or concurrent exposure to AI or Machine Learning. Topics include information extraction, summarization, machine translation, dialogue systems, and emotional speech. Particular attention is given to robust techniques that can handle understanding and generation for the large amounts of text on the Web or in other large corpora. Programming exercises in several of these areas.—J. Hirschberg

Prerequisites: COMS W3133, or W3134, or W3137, or W3139, or permission of the instructor.

3 Points.

COMS W4706x

Spoken Language Processing

Computational approaches to speech generation and understanding. Topics include speech recognition and understanding, speech analysis for computational linguistics research, and speech synthesis. Speech applications including dialogue systems, data mining, summarization, and translation will be discussed. Exercises will involve data analysis and building a small text-to-speech system. —J. Hirschberg

Prerequisites: COMS W3133, or W3134, or W3137, or W3139, or permission of the instructor.

3 Points.

COMS W 4725x or y

Knowledge Representation and Reasoning

General aspects of knowledge representation (KR). The two fundamental paradigms (semantic networks and frames) and illustrative systems. Topics include hybrid systems, time, action/plans, defaults, abduction, and case-based reasoning. Throughout the course particular attention will be paid to design tradeoffs between language expressiveness and reasoning complexity, and issues relating to the use of KR systems in larger applications. —Instructor TBA

Prerequisite: COMS W 4701.

3 points.

COMS W 4731x or y
Computer Vision

Introductory course in computer vision. Topics include image formation and optics, image sensing, binary images, image processing and filtering, edge extraction and boundary detection, region growing and segmentation, pattern classification methods, brightness and reflectance, shape from shading and photometric stereo, texture, binocular stereo, optical flow and motion, 2-D and 3-D object representation, object recognition, vision systems and applications. —S. Nayar

Prerequisite: Fundamentals of calculus, linear algebra, and C programming. Students without any of these prerequisites are advised to contact the instructor prior to taking the course.

3 points.

COMS W 4733x or y
Computational Aspects of Robotics

Introduction to robotics from a computer science perspective. Topics include coordinate frames and kinematics; computer architectures for robotics; integration and uses of sensors; world modeling systems; design and use of robotic programming languages; and applications of artificial intelligence for planning, assembly, and manipulation. —P. Allen

Prerequisite: COMS W 3137 or W 3139

3 points.

COMS W 4735x or y
Visual Interfaces To Computers

Visual input as data and for control of computer systems. Survey and analysis of architecture, algorithms, and underlying assumptions of commercial and research systems that recognize and interpret human gestures, analyze imagery such as fingerprint or iris patterns, generate natural language descriptions of medical or map imagery. Explores foundations in human psychophysics, cognitive science, and artificial intelligence.

Prerequisites: W 3137 or COMS W3139.

3 points.

CBMF W 4761x or y
Computational Genomics

Computational techniques for analyzing and understanding genomic data, including DNA, RNA, protein and gene expression data. Basic concepts in molecular biology relevant to these analyses. Emphasis on techniques from artificial intelligence and machine learning. String-matching algorithms, dynamic programming, hidden Markov models, expectation-maximization, neural networks, clustering algorithms, support vector machines. Students with life sciences backgrounds who satisfy the prerequisites are encouraged to enroll. —Instructor TBA

Prerequisites: Either (1) ECBM E4060 or (2) COMS W1003 or W1004 or W1007 and SIEO W4150 or SIEO W3600.

3 points.

COMS W 4771x, y
Machine Learning

Topics from generative and discriminative machine learning including least squares methods, support vector machines, kernel methods, neural networks, Gaussian distributions, linear classification, linear regression, maximum likelihood, exponential family distributions, Bayesian networks, Bayesian inference, mixture models, the EM algorithm, graphical models and hidden Markov models. Algorithms implemented in Matlab. —T. Jebara

Prerequisites: Any introductory course in linear algebra and any introductory course in statistics are both required. Knowledge of W4701 Artificial Intelligence is highly recommended.

3 points.

CSEE W4823x or y
Advanced Logic Design

An introduction to modern digital system design. Advanced topics in digital logic: controller synthesis (Mealy and Moore machines); adders and multipliers; structured logic blocks (PLDs, PALs, ROMs); iterative circuits. Modern design methodology: register transfer level modeling (RTL); algorithmic state machines (ASM's); introduction to hardware description languages (VHDL or Verilog); system-level modeling and simulation; design examples. —S. Nowick

Prerequisite: CSEE 3827 Fundamentals of Computer Systems, or a half semester introduction to digital logic, or the equivalent.

3 points.

CSEE W 4824x
Computer Architecture

Focuses on advanced topics in modern computer architecture, illustrated by recent case studies. Fundamentals of quantitative analysis. Pipelined, out-of-order, and speculative execution. Superscalar, VLIW and vector processors. Embedded processors. Memory hierarchy design. Multiprocessors and thread-level parallelism. Synchronization and cache coherence protocols. Interconnection networks. —L. Carloni

Prerequisites: CSEE W 3827 or the equivalent.

3 points.

COMS W 4825y
Digital Systems Design

Dynamic logic, field programmable gate arrays, logic design languages, multipliers. Special techniques for multi-level NAND and NOR gate circuits. Clocking schemes for one and two-phase systems. Fault checking: scan method, built-in test. Survey of logic simulation methods. Other topics to be added as appropriate. —Instructor TBA

Prerequisite: CSEE W 3827

3 points.

CSEE W 4840y
Embedded Systems

Embedded system design and implementation combining hardware and software. I/O, interfacing, and peripherals. Weekly laboratory sessions and term project on design of a microprocessor-based embedded system including at least one custom peripheral. Knowledge of C programming and digital logic required. Lab required. —S. Edwards.

Prerequisites: CSEE W4823

3 points.

CSEE W 4861y
Computer-Aided Design of Digital Systems

Topics include hands-on design projects using commercial CAD tools, the theory behind the tools, modern digital system design (the VHDL language, Register-Transfer Level modeling, algorithmic state machines, designing a micro architecture), controller synthesis and optimization (FSMs), exact and heuristic 2-level logic minimization, multi-level logic optimization, technology mapping, binary decision diagrams (BDDs), and introduction to testability. —Instructor TBA

Prerequisites: CSEE W 3827 and W 3137, W 3133, W3134 or W 3139 or the equivalent.

3 points.

COMS W 4901x or y
Projects in Computer Science

A second-level independent project involving laboratory work, computer programming, analytical investigation, or engineering design. May be repeated for credit, but not for more than a total of 3 points of degree credit. — The Staff

Prerequisite: Approval by a faculty member who agrees to supervise the work.

1–3 points.

COMS W 4995x or y

Special Topics in Computer Science, I

Special topics arranged as the need and availability arises. Topics are usually offered on a one-time basis. Since the content of this course changes each time it is offered, it may be repeated for credit. Consult the department for section assignment.

—Instructor TBA

Prerequisite: Permission of the instructor.

3 points.

COMS W4996x or y

Special Topics In Computer Science, II

A continuation of COMS W4995 when the special topic extends over two terms. Science requirement: partial fulfillment.—Instructor TBA.

Prerequisites: The instructor's permission.

3 points.

COMS W 4999y

Computing and the Humanities

Text databases. Language applications, such as machine translation, information and retrieval, and computational stylistics (determining authorship). Digital library applications, including issues in text acquisition, text markup, networking display, and user interfaces. Educational applications.

Legal reasoning, history applications involving inferencing and databases. —Instructor TBA

3 points.

DANCE

204 Barnard Hall Annex

854-2995
www.barnard.edu/dance**Professors:** Allegra Kent (Adjunct), Lynn Garafola (Term), Uttara Coorlawala (Adjunct)**Professor Emerita & Senior Scholar:** Sandra Genter, Janet Soares**Associate Professors of Professional Practice:** Mary Cochran (Chair), Donlin Foreman, Mindy Aloff (Adjunct)**Assistant Professor:** Paul Scolieri**Senior Associate:** Katie Glasner**Lecturers:** Hélène Alexopoulous, Mary Lisa Burns, Maguette Camara, Pat Catterson, Tessa Chandler, Jennifer Emerson, Scott Failla, Katiti King, Jeff Moen, Margaret Morrison, Sabrina Pillars, Barbara Sadonato, Risa Steinberg, Kathryn Sullivan, Colleen Thomas, Karla Wolfangle**Artists in Residence:** Ori Flomin, David Parker, Donna Uchizono (Autumn), Sean Curran, Keely Garfield, Adam Hougland, Colleen Thomas (Spring)**Associates:** Gloria Marina, Nathalie Jonas**Technical Director:** Rhonda Robinson**Musician Coordinator:** Gilles Obermayer

The Barnard Dance Department seeks to develop technical versatility in dance performance, skill and originality in choreography, and critical understanding of the art of dance as a part of history and culture. Emphasis is placed on performing opportunities in ballet and modern idioms each semester, and on the encouragement of each student's growth as a creative artist.

Studios and theaters in New York City provide Barnard students opportunities to study and view an array of dance, while major libraries and dance institutions offer rich possibilities for research. The Dance Department regularly invites guest artists to teach and choreograph throughout the year.

All dance courses except Senior Seminar are open to students who meet the prerequisites. Barnard College Dance Department is an accredited institutional member of the National Association of Schools of Dance.

Students contemplating a dance major should consult with a member of the department in their first year. Declaration of the major requires departmental approval.

REQUIREMENTS FOR THE MAJOR

- I. Majors must fulfill an 11 course requirement to include BC 3591 *Senior Seminar for Dance*, one course in dance history (BC 2565 or BC 2566), one in movement science (BC 2501 or BC 2561 or BC 2562), one in dance composition (BC 2563 or BC 2564 or BC 3565), and one with a significant writing component (such as BC 2570, BC 3574, BC 3576, or BC 3577). Majors normally take two technique courses per semester: a minimum of eight points of dance technique courses are required. Under the supervision of the dance faculty, seniors are expected to present a final thesis to demonstrate their acquired skill and knowledge of dance. The thesis may be in written form or in performance. Research papers should be 25–30 pages in length. For the performance requirement, a student must perform in one of the following two categories: (1) in repertory and (2) in her own choreography. Students may elect to fulfill the thesis requirement by taking either BC 3592 or BC 3593 as part of the 11 course requirement. The remaining courses for the major may be selected from the following:

DNCE BC 2501	<i>Biomechanics for the Dancer: Theory and Practice</i>
DNCE BC 2555	<i>Ensemble Dance Repertory: Modern</i>
DNCE BC 2556	<i>Ensemble Dance Repertory: Ballet</i>
DNCE BC 2558	<i>Evolution of Classic Spanish Dance</i>
DNCE BC 2560	<i>Exploring Dance: An Introduction to Dance as an Art Form</i>
DNCE BC 2561	<i>Applied Anatomy for Human Movement</i>
DNCE BC 2562	<i>Movement Analysis</i>
DNCE BC 2563	<i>Dance Composition: Form</i>
DNCE BC 2564	<i>Dance Composition: Content</i>
DNCE BC 2565	<i>History of Dance I: Multicultural Perspectives</i>
DNCE BC 2566	<i>History of Dance II: Renaissance to the Present</i>
DNCE BC 2567	<i>Music for Dance</i>
DNCE BC 2570	<i>Dance in New York City</i>
DNCE BC 2580	<i>Tap as an American Art Form</i>
DNCE BC 3000	<i>From the Page to the Dance Stage</i>
DNCE BC 3099	<i>Independent Study</i>
DNCE BC 3200	<i>Dance in Film</i>
DNCE BC 3565	<i>Group Forms: Advanced Dance Composition</i>
DNCE BC 3567	<i>Dance in Asia</i>
DNCE BC 3570	<i>Latin American and Caribbean Dance: Identities in Motion</i>
DNCE BC 3571	<i>Solo Repertory: Performance Styles</i>
DNCE BC 3572	<i>Dance Production</i>
DNCE BC 3574	<i>Seminar on Contemporary Choreographers and Their Works</i>
DNCE BC 3576	<i>Dance Criticism</i>
DNCE BC 3577	<i>Performing the Political</i>
DNCE BC 3578	<i>Traditions of African-American Dance</i>
DNCE BC 3590	<i>Rehearsal and Performance in Dance (for 3 points)</i>
DNCE BC 3591	<i>Senior Seminar in Dance</i>
DNCE BC 3592	<i>Senior Project: Research for Dance x,y</i>
DNCE BC 3593	<i>Senior Project: Repertory for Dance x,y</i>
DNCE BC 3982	<i>Diaghilev's Ballet Russes and Its World</i>

Note: If planning to study abroad, a Dance History course must be completed prior to Junior year.

- II. A minimum of six points of dance technique courses above and beyond the two technique courses taken to fulfill the Physical Education requirement. Students are also encouraged to elect courses outside the department in pursuit of the historical and cultural context of dance.

REQUIREMENTS FOR THE MINOR

Six courses constitute a minor in Dance. Normally, three history/criticism and three credit-bearing performance/choreography courses are taken. Courses are to be selected on the basis of consultation with your major advisor.

COURSES OF INSTRUCTION

DNCE BC 2501x

Biomechanics for the Dancer: Theory and Practice

Links conditioning skills, movement therapies, and neuromuscular patterning through the process of building strength, alignment, and awareness in essential musculature needed for foundational work in ballet and other forms of dance. —S. Pillars

Prerequisite: Basic knowledge of dance technique in ballet or modern.

3 points.

DNCE BC 2555x, y (Modern Dance), 2556x, y (Ballet)

Ensemble Dance Repertory

The study and performance of choreography using three approaches: learning excerpts from the repertoire of selected choreographers, analyzing through reconstruction of classic repertory works, and understanding the choreographic process by working in a creation from initial concept to finished dance. —D. Foreman (Spring)

Prerequisite: Intermediate level technique and permission of Instructor.

3 points.

DNCE BC 2558y

Evolution of Spanish Dance Style

Study of Spanish dance and music from late 17th century to the present. Dance and music styles including castanet technique. Through historical documents, students will experience the cultural history of Spain.

Research paper and presentation required. Prerequisite: BC 3250x or permission of the instructor.

3 points. Not offered 2005–06.

DNCE BC 2560x, y

Exploring Dance: An Introduction to Dance as an Art Form

An introduction to the world of dance as an art form. The aesthetics of dance as a performing art are addressed, as well as the analysis of elements comprising a dance work. This will be combined with historical information and the viewing of both live and recorded dance performances. Provides an overview with appropriate readings, lectures, and written assignments.

3 points. Not offered 2005–06.

DNCE BC 2561y

Applied Anatomy for Human Movement

Focuses on physical sciences that relate to human movement and emphasizes functional anatomy. Topics include skeletal structure, physics of dance, muscular balance, and improving movement potential. —S. Genter

3 points.

DNCE BC 2562x

Movement Analysis

An introduction to the theories and methods of movement analysis, focusing on its application to dance performance and research. Through lectures, readings, integrative movement exercises, and observation labs, students will learn to analyze and describe the qualitative aspects of human movement; to notate movement in motif writing; and to refine their ability to move efficiently and expressively. —P. Scolieri

Prerequisite: An intermediate or advanced dance technique course or permission of the instructor.

3 points.

DNCE BC 2563x

Dance Composition: Form

The study of choreography as a creative art. The development and organization of movement materials according to formal principles of composition in solo and duet forms. Applicable to all styles of dance.

—M. Cochran

Prerequisite: Permission of Instructor.

3 points.

DNCE BC 2564y

Dance Composition: Content

Continued study of choreography as a communicative performing art. This semester of dance-making focuses on the exploration of ideas and meaning. Emphasis is placed on the development of personal style as an expressive medium, and on unity of style in each work. Group as well as solo compositions will be assigned. —David Parker

3 points.

DNCE BC 2565x**History of Dance I: Multicultural Perspectives**

A survey of the major dance traditions of Africa, Asia, Europe, India, the Middle East, and the Americas. Lectures and discussions address primary written and visual sources, ethnographic and documentary films, workshops, and performances. —P. Scolieri

3 points.

DNCE BC 2566y**History of Dance II: Renaissance to the Present**

Focuses on the history of theatre dance forms originating in Europe and America from the Renaissance to the present. Includes reading, writing, viewing, and discussion of sources such as film, text, original documentation, demonstration, and performance. —L. Garafola

3 points.

DNCE BC 2567x**Music for Dance**

A study of musicianship and musical literacy in relation to dance. Using computer software, drumming studies, score and audio-visual analyses students will learn to identify the compositional elements of dance music with a multi-cultural emphasis. Presentation of individual and collective research in written and performance format. —G. Obermayer

3 points.

DNCE BC 2570x, y**Dance in New York City**

A study of the cultural roots and historical contexts of specific communities using New York City's dance scene as a laboratory. Students will observe the social environments in which various modes of dance works are created while researching the history of dance in New York City.

—K. Glasner

3 points. Fee: \$125.

DNCE BC 2580y**Tap as An American Art Form**

Studio/lecture format focuses on tap technique, repertory, improvisation; and the development of tap explored through American history, jazz music, films, videos, and biographies.

Prerequisite: DNCE BC 1446 or equivalent experience.

—M. Morrison

3 points.

DNCE BC 3000y**From the Page to the Dance Stage**

The study of dance works which have their origins in the written word. Topics considered include: Is choreography a complete act of creative originality? Which literary genres are most often transformed into dance pieces? Why are some texts privileged with dance interpretation(s) and others are not? —S. Failla

3 points.

DNCE BC 3200**Dance in Film**

A survey of Theatrical dance in the 20th century specific to film production. Five Kinds of dance films will be examined: musicals, non-musicals, documentaries, film essays and pure dance recording. —M. Aloff and K. Glasner.

Prerequisite: DNCE BC 2566, DNCE BC 2570, FILM W 1001, Instructor's permission.

1–4 points. Not offered 2005–06.

DNCE BC 3565 y

Group Forms: Advanced Dance Composition

Advanced study in dance composition to include the creation of a trio, quartet, and quintet. Issues of structure and modes of expression will be addressed as they relate to ensemble choreography. Techniques employed by contemporary choreographers will be explored. Students will be encouraged to participate in music, architectural, and visual arts collaborations.—Pat Catterson

Prerequisite: Two semesters of dance composition or permission of the instructor.

3 points.

DNCE BC 3567

Dance in Asia

Focus on the major dance genres and personalities in East Asia-China, Korea, and Japan—from two aspects: (1) continuity of traditional forms, with emphasis on the social, economic, and historical factors in their development; and (2) changes that have occurred from within and from outside the traditions.

3 points. Not offered in 2005–06.

DNCE BC 3570y

Latin American and Caribbean Dance: Identities in Motion

Examines the features of Latin American and Caribbean dance forms to uncover the ways in which dancing shapes national, racial, and gender identity. —P. Scolieri

3 points.

DNCE BC 3571x

Solo Repertory: Performance Styles

The study of solo excerpts from classical ballet and/or modern dance repertory and the presentation of individual research in both written and performance format. Emphasis will be placed on the role that the dancer must play to facilitate the realization of the choreographer's concept. —D. Foreman

Prerequisite: Intermediate level technique and permission of instructor.

3 points.

DNCE BC 3572y

Dance Production

The rigorous study of the visual elements of dance design through aesthetic and critical evaluation of lighting, costume, and scenographic techniques as they relate to specific dance repertory works. —Staff

3 points. Not offered in 2005–06.

DNCE BC 3574x

Seminar on Contemporary Choreographers and Their Works

Explores modern/contemporary dance in the United States and Europe since the 1960's. Major units are devoted to the Judson Dance Theater and its postmodernist aftermath, Tanztheater and European dance revisionism, and African-American dance and the articulation of an aesthetic of cultural hybridity.

3 points. Not offered in 2005–06.

DNCE BC 3576y

Dance Criticism

Intensive practice in writing about dance. Readings drawn from 19th- and 20th-century criticism. Observation includes weekly performances and classroom videotape sessions. —M. Aloff

3 points.

DNCE BC 3577y

Performing the Political: Embodying Change in American Performance

An examination of ways in which political and social ideologies are embedded in American performance of the last 75 years. Topics include venues designed to support traditional values, as well as to propagandize, such as pageantry, worker's theatre and dance, and performance art. Reading and viewing assignments. —P.Scolieri

3 points.

DNCE BC 3578x**Traditions of African-American Dance**

Traces the development of African-American dance, emphasizing the contribution of black artists and the influence of black traditions on American theatrical dance. Major themes include the emergence of African-American concert dance, the transfer of vernacular forms to the concert stage, and issues of appropriation, cultural self-identification, and artistic hybridity. —L. Garafola

3 points.

DNCE BC 3590x, y**Rehearsal and Performance in Dance**

Students take part in the full production of a dance as performers, choreographers, designers, or stage technicians. —O. Flomin, D. Parker, D. Uchizono (Autumn) S. Curran, K. Garfield, A. Hougland, C. Thomas (Spring)

Prerequisite: Audition. Subject to cap on studio credit. Can be taken more than once for credit up to a maximum of 3 credits a semester.

1–3 points.

DNCE BC 3591x**Senior Seminar in Dance**

Research and scholarly writing in chosen topics relating to dance. Methods of investigation will be drawn from prominent archival collections and personal interviews, as well as other resources. Papers will be formally presented to the Dance Department upon completion. —L. Garafola

4 points.

DNCE BC 3592x, y**Senior Project: Research for Dance**

Independent study for research and writing (35–50–page thesis required). —L. Garafola

3 points.

DNCE BC 3593x, y**Senior Project: Repertory for Dance**

Independent study for preparing and performing repertory works in production to be presented in concert. —M. Cochran

3 points.

DNCE BC 3982**Diaghilev's Ballet Russes and Its World**

Examines the multifaceted revolution of Serge Diaghilev's Ballet Russes and its impact on dance, music, theatre, and visual arts in the opening decades of the 20th century. Outstanding works such as *Petrouchka*, *The Rite of Spring*, *Parade*, *Les Noces*, and *Prodigal Son*, studied in depth, with an emphasis on artistic collaboration and the remaking of traditional dance language. —L. Garafola

Prerequisite: Introductory course in dance, music, theatre history, 20th century art history or permission of the instructor.

3 points. Not offered in 2005–06.

Dance Technique Courses

Level I courses, except for Dance Styles courses, receive a P/D/F grade and have no prerequisite. All others will receive a letter grade and require a placement audition (at the first meeting) or permission of the instructor. All courses listed below may be taken to fulfill the physical education requirement. One-point dance technique courses **taken by non-dance majors** for credit over and above the physical education requirement are included in the existing maximum of 18 points of studio, performing art, or professional school courses which may be credited toward the degree; a maximum of six courses in dance technique can be credited. A student may receive academic credit for a dance technique class only if she has completed or is concurrently completing the Physical Education requirement.

All technique courses require permission of the instructor.

Modern Dance

The study of contemporary dance based on the work of 20th-century innovators, including Cunningham, Graham, Limón, Taylor and release. Aesthetic principles of modern dance will be taught with increased technical demands required at each successive level.

DNCE BC 1330x, 1331y

Modern I: Beginning Modern Dance

—J. Emerson, N. Jonas, P. Scolieri
1 point.

DNCE BC 1332x, 1333y

Modern II: Advanced Beginning Modern Dance

—J. Emerson, P. Scolieri, M. Cochran
1 point.

DNCE BC 2332x, 2333y

Modern III: Intermediate Modern Dance

—D. Foreman, K. Wolfangle
1 point.

DNCE BC 2334x, 2335y

Modern IV: High Intermediate Modern Dance

—D. Foreman, K. Wolfangle
1 point.

DNCE BC 3332x, 3333y

Modern V: Advanced Modern Dance

—M. Cochran, D. Foreman
1 point.

DNCE BC 3335x, 3336y

Modern VI: High Advanced Modern Dance

—x: R. Steinberg; y: M. L. Burns, J. Moen, C. Thomas
1 point.

DNCE BC 3334x

Improvisation

—M. Cochran
1 point.

DNCE BC 3338y

Contact Improvisation

An examination of the gender neutral partnering technique that is now common in contemporary dance. Focus is placed on recent improvisatory forms, sensation building, center connection and risk. Emphasis is placed on listening and sensing rather than controlling or leading. —C. Thomas
1 point.
Limited to twenty.

Ballet

Technique of classical ballet emphasizing proper alignment and graduated study of its vocabulary. Artistry of articulation, phrasing, dynamics, and nuance in the spectrum of classical materials will be addressed at each level.

DNCE BC 1135x, 1136y

Ballet I: Beginning Ballet

—T. Chandler, K. Glasner

1 point.

DNCE BC 1137x, 1138y

Ballet II: Advanced Beginning Ballet

—T. Chandler, K. Glasner, K. Sullivan

1 point.

DNCE BC 2137x, 2138y

Ballet III: Intermediate Ballet

—K. Glasner, K. Sullivan

1 point.

DNCE BC 2139x, 2140y

Ballet IV: High Intermediate Ballet

—S. Pillars, K. Glasner

1 point.

DNCE BC 2143x, y

Pointe: Basic Study of Pointe Work for Ballet

Placement, stretch, balance, and strengthening *en pointe* at the barre, with beginning center study of relevés, bourrées, pirouettes, etc., in preparation for more advanced ballet technique.

—C. Anderson

Prerequisite: BC 2137x or y, or permission of the department.

1 point.

DNCE BC 3138x, 3139y

Ballet V: Advanced Ballet

—K. Glasner, A. Kent, B.Sandonato

1 point.

DNCE BC 3140x, 3141y

Ballet VI: Advanced Ballet with Pointe

—H. Alexopoulos, B.Sandonato

1 point.

DNCE BC 3142x, 3143y

Classic Variations

—B. Sandanato

Prerequisite/corequisite: DNCE BC 3138x, BC 3139y, or BC 3141y.

1 point. Not offered in 2005–06.

Dance Styles

The study of indigenous dance forms including African character, classical Spanish, jazz, musical theatre, and tap. **All styles courses require permission of the instructor.**

DNCE BC 1247x, 1248y

Jazz I: Beginning Jazz Dance

—K. King

Prerequisite: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y. *Intermediate level in modern or ballet technique is required.*

1 point.

DNCE BC 2248x, 2249y

Jazz II: Intermediate Jazz Dance

—K. King

Prerequisite: DNCE BC 1247, BC 1248 or *Permission of the Instructor*

1 point.

DNCE BC 2252x, y

African Dance I

Concentrates on the dances of West Africa, including Senegal, Mali, and Guinea, and a variety of dances performed at various functions and ceremonies. Explanation of the origin and meaning of each dance will be an integral part of the material presented. —M. Camara

Prerequisite: *Permission of the Instructor*

1 point.

DNCE BC 2253x, y

African Dance II

—M. Camara

Prerequisite: DNCE BC 2252 or *Permission of the Instructor*

1 point.

DNCE BC 2254x

Classical Indian Dance

Principles and practices of Bharata Natyam including the *adavu* movement system, *hasta* or hand gestures, narrative techniques, or *abhanaya*, as well as other classical Indian dance forms.

—U. Coorlawala

1 point.

DNCE BC 3249y

Jazz III: Advanced Jazz Dance

—x: K.King; y: K. King

Prerequisite: DNCE BC 2248x, y or *permission of the Instructor*

1 point.

DNCE BC 1445x, 1446y

Tap I: Beginning Tap Dance

—M. Morrison

Prerequisite: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y. *Intermediate level in modern or ballet technique is required.*

1 point.

DNCE BC 2447x

Tap II: Intermediate Tap Dance

—M. Morrison

Prerequisite: DNCE BC 1445x, 1446y, or *permission of the Instructor.*

1 point.

DNCE BC 3447x, 3448y**Tap III: Advanced Tap Dance**

—M. Morrison

Prerequisite: DNCE BC 2447x, 2448y, or permission of the Instructor.

1 point. Not offered in 2005–06.

DNCE BC 2450x, 2451y**Musical Theatre Dance**

—N. Hennessey

Prerequisites: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or Permission of the Instructor.*Intermediate level in modern or ballet technique is required.*

1 point. Not offered in 2005–06.

DNCE BC 2452x, y**Pilates for the Dancer**

Focus on movement practices, primarily for dancers, which introduces the concepts of Joseph Pilates, a seminal figure in creating a method of body conditioning. Learn and practice a repertory of mat work to improve body awareness, strength, flexibility, and dynamic alignment.

—S. Pillars

Permission of instructor or DNCE BC 1330, 1331, 1135, 1136.

1 point.

DNCE BC 2455y**Feldenkrais for Dancers: Awareness Through Movement**

Students develop sensory awareness of their skeletal structure and individual neuromuscular patterns in this practical method of attaining optimal, efficient movement. Injury prevention and recovery, permanent skill acquisition, and increased strength/coordination result from the discovery and release of habitual rigidities. Applicable to all dance styles; intermediate dance training required.—T. Chandler

Prerequisite: Intermediate dance level or instructor's permission.

1 point.

DNCE BC 2558y**Tap Ensemble**

Offers Tap Dancers the opportunity to learn and rehearse Tap Dance repertory through original choreography, restaging historic work and exploring improvisation.—M. Morrison

Prerequisite: DNCE BC 2447, DNCE BC 2448 or DNCE BC 2580 or Permission of the Instructor.

3 points. Not offered in 2005–06.

DNCE BC 3150x, y**Advanced Studio**

For those students who have completed the highest levels of technique and wish to continue advanced dance study at Barnard.—M. Cochran

Prerequisites: Permission of the Dance Department. May be used once a semester with a maximum of four times for credit.

1 point.

DNCE BC 3250x**Flamenco and Classical Spanish Dance I**

—G. Marina

Prerequisites: DNCE BC 1137x, BC 1138y, BC 1332x, or BC 1333y, or Permission of the Instructor.*Intermediate level in modern or ballet technique is required.*

1 point.

DNCE BC 3353y**Flamenco and Classical Spanish Dance II**

—G. Marina

Prerequisites: DNCE BC 3250x, y, or Permission of the Instructor.

1 point.

ECONOMICS

4A Lehman Hall

854-3454

www.econ.barnard.columbia.edu

Professors: André Burgstaller, Perry Mehrling, David Weiman (Alena Wels Hirschorn '58 Professor)

Associate Professor: Alan Dye, Rajiv Sethi(Chair)

Assistant Professors: Mariana Colacelli, Sharon Harrison, Kristin Mammen, Lalith Munasinghe, Randall Reback, Sanjay Reddy

Other officers of the University offering courses listed below:

Professors: Alessandra Casella, Graciela Chichilnisky, Prajit Dutta, Padma Desai, Ronald Findlay, Edmund Phelps, Stanislaw Wellisz, David Weinstein, Michael Woodford

Associate Professor: Brendan O'Flaherty

Assistant Professors: Stephanie Albanesi, Lena Edlund, Levent Koçkesen, Kate Ho, Eiichi Miyagawa

Adjunct Professors: Hany Guirguis, Vahid Nowshirvani, Carl Riskin, Arthur Small

Lecturers: Susan Elmes, Sunil Gulati

The Department of Economics offers a broad course of study in economic theory and applied economics. The study of economics is an important foundation for a student's general understanding of modern history and society. Barnard's major programs in economics also prepare students for graduate work in economics, business, law, public administration, and international relations, as well as for careers in business, finance, and government. The aims of the programs are: (i) to foster a critical understanding of economics and its relation to other disciplines; and (ii) to develop students' mastery of modern economic theory and its tools of analysis.

Barnard will allow 3 points credit with a score of 4 or 5 on the AP exam in Macroeconomics. Barnard will also allow 3 points credit with a score of 4 or 5 on the AP exam in Microeconomics only if the student passes the Economics Department placement exam. For Statistics, Barnard will allow 3 points credit with a score of 5 on the Statistics AP exam only if student passes the Economics Department placement exam. Economics-track majors, however, will *not* be exempt from the statistics requirement ECON BC 2411 or the equivalent, even if they receive 3 points AP credit for Statistics. A student who chooses credit for AP Macro cannot receive Barnard credit for ECON BC 1001. A student who chooses credit for AP Micro cannot receive Barnard credit for ECON BC 1002 or ECON W 1105.

REQUIREMENTS FOR THE MAJOR

There are two tracks for the major in Economics equal in rigor, but different in scope and focus. The track in Economics teaches students the theory and the analytical and mathematical tools now expected of entering graduate students in economics and useful for graduate study in related fields such as business. The track in Political Economy emphasizes the roots of modern economics in the history of economic thought and the interconnections between social forces, political institutions, and economic power. This track constitutes an excellent preparation for a variety of professional schools and careers.

Prospective majors should discuss their programs with any member of the department no later than the second semester of their sophomore year. At the time of declaring the major, the student meets with the department chair and chooses a major adviser, who will

advise her as to choice of program and courses. Students planning to major in Economics or Political Economy should complete both intermediate macro- and microeconomic theory by the beginning of their junior year.

Students who wish to complete a double or joint major that includes Economics should consult the chair of the department as early in their planning as possible.

All majors must file the “Major Requirements Declaration” form—available from the department office—no later than at registration for the second semester of their senior year.

Economics

The Economics track major requires two semesters of calculus and nine courses in economics, including:

ECON BC 2411	<i>Statistics for Economics</i> (or STA W 1111 <i>Introduction to Statistics</i> or STA W 1001 <i>Introduction to Statistical Reasoning</i>)
ECON BC 3018	<i>Econometrics</i>
ECON BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECON BC 3035	<i>Intermediate Microeconomic Theory</i>
ECON BC 3041	<i>Theoretical Foundations of Political Economy</i> ;

two electives with intermediate micro- or macroeconomic theory as a prerequisite; and either ECON BC 3061–62 *Senior Thesis*, or ECON BC 3063 *Senior Seminar* and an additional upper-level elective in economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECON BC 3098, *Guided Research in Economics*, may be substituted for the additional elective.)

Political Economy

The Political Economy track major requires 11 courses, including:

ECON BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECON BC 3035	<i>Intermediate Microeconomic Theory</i>
ECON BC 3041	<i>Theoretical Foundations of Political Economy</i> ;

three electives in economics, two of which have intermediate micro- or macroeconomic theory as a prerequisite; two electives in economics (excluding introductory economics) or a related discipline; one upper-level course in political science*; and either ECON BC 3061–62 *Senior Thesis*, or ECON BC 3063 *Senior Seminar* and an additional upper-level elective in Economics with intermediate micro- or macroeconomic theory as a prerequisite. (With permission of the chair and the instructor, 3 points of ECON BC 3098 *Guided Research in Economics* may be substituted for the additional elective.)

*The following political science courses are not considered upper level:

BC 1001	<i>Dynamics of American Politics</i>
V 1501	<i>Introduction to Comparative Politics</i>
V 1601	<i>International Politics</i>
BC 1013	<i>Political Theory</i>

We recommend that all Political Economy track majors—especially those who plan to go on to business school or to graduate school in public administration or international relations—take one semester of college-credit math (either pre-calculus or calculus) and Economics BC 2411. Political Economy track majors who plan to go on to graduate school Ph.D. programs in economics should take two years of mathematics, including one year of calculus, and statistics and econometrics.

Mathematics Training for the Major

The department expects *all* majors to have a working knowledge of arithmetic, high-school algebra, and the fundamentals of analytic geometry.

For Economics track majors, two semesters of calculus are required although only one semester need be taken if the student has received advanced placement credit or has placed out of Calculus I. The recommended calculus sequence is MATH V1101, Calculus I followed by MATH V1201, Calculus III. (Students who have not previously studied calculus should begin with Calculus I. Students with 3 or higher on the Calculus AB or BC advanced placement test may start with MATH V1102 Calculus II. Students with 5 on the Calculus BC test may start with Calculus III.)

REQUIREMENTS FOR THE MINOR

The minor in economics requires five courses, including an introductory course in economics, BC 3033 or BC 3035, and three electives, one of which has an intermediate micro- or macroeconomic theory course as a prerequisite.

COURSES OF INSTRUCTION

Introductory Courses

The principles of economics and statistics; may be taken without previous study of economics or statistics.

ECON BC 1001x, y

Introduction to Macroeconomics

Basic concepts of economic analysis, with emphasis on the aggregate economy; essentials of supply and demand, national income and its determination, United States economic institutions, fiscal and monetary policy, international economics, economic growth and inequality, problems of developing nations. —Staff

3 points.

ECON BC 1002x, y

Introduction to Microeconomics

Basic concepts of economic analysis, with emphasis on resource allocation: utility and demand, cost and supply, determination of prices and income distribution through demand and supply, market structures, and alternative economic systems. —Staff

BC 1001 is not a prerequisite for BC 1002. Credit cannot be granted for both BC 1002 and W 1105

Principles of Economics.

3 points.

General Courses

The study of history and of contemporary society in an economic perspective. These courses may be taken without previous study of economics.

ECON BC 2010y

The Economics of Gender

Examination of gender differences in the U.S. and other advanced industrial economies. Topics include the division of labor between home and market, the relationship between labor force participation and family structure, the gender earnings gap, occupational segregation, discrimination, and historical, racial, and ethnic group comparisons. —K. Mammen

3 points.

ECON BC 2014x

Topics in Economic History

Topics vary in content. See departmental listing or instructor for the current topic.

—A. Dye

3 points.

ECON BC 2029**Fed Challenge Workshop**

To prepare students to compete in the annual Federal Reserve Bank of NY College Fed Challenge, a competition among undergraduate teams from colleges and universities in FRBNY region. The goal is a thorough understanding of current US and global macroeconomic conditions, macroeconomics theories, financial markets and the role of the Federal Reserve system. —S. Malin, D. Weiman

Prerequisites: Introductory Economics course

1 point.

Quantitative Methods

These courses are required for the Economics track and are optional for the Political Economy track.

ECON BC 2411x**Statistics for Economics**

Elementary computational methods in statistics. Basic techniques in regression analysis of econometric models. One-hour weekly recitation sessions to complement lectures. —K. Mammen

4 points.

ECON BC 3018y**Econometrics**

Specification, estimation, and evaluation of economic relationships using economic theory, data, and statistical inference; testable implications of economic theories; econometric analysis of topics such as consumption, investment, wages and employment, and financial markets. —R. Reback

Prerequisites: BC 3035 or BC 3033, and BC 2411 or STA W 1111 or STA W 1001, or permission of the instructor.

4 points.

Core Theory Courses

The courses listed below, required of Political Economy and/or Economics track majors, constitute the core of the Barnard Economics major.

ECON BC 3033x, y**Intermediate Macroeconomic Theory**

Systematic exposition of current macroeconomic theories of unemployment, inflation, and international financial adjustments. Weekly recitation section to complement lectures. —Staff

Prerequisites: An introductory course in economics and a functioning knowledge of high school algebra and analytical geometry or permission of the instructor.

4 points.

ECON BC 3035x, y**Intermediate Microeconomic Theory**

Preferences and demand; production, cost, and supply; behavior of markets in partial equilibrium; resource allocation in general equilibrium; pricing of goods and services under alternative market structures; implications of individual decision-making for labor supply; income distribution, welfare, and public policy. Emphasis on problem solving. Weekly recitation section to complement lectures. —Staff

Prerequisites: An introductory course in microeconomics (ECON BC 1002, W1105, or the equivalent) and one semester of calculus, or permission of the instructor.

4 points.

ECON BC 3041x, y**Theoretical Foundations of Political Economy**

Intellectual origins of the main schools of thought in political economy. Study of the founding texts in classical political economy, Marxian economics, neoclassicism, and Keynesianism. —Staff

Prerequisite: An introductory course in economics or permission of the instructor.

3 points.

Upper-Level Elective Courses

The following economics elective courses have either ECON BC 3033, ECON BC 3035, or both as prerequisites.

ECON BC 3011x

Inequality and Poverty

Conceptualization and measurement of inequality and poverty, poverty traps and distributional dynamics, economics and politics of public policies, in both poor and rich countries. —S. Reddy

Prerequisite: ECON BC 3035 or ECON BC 3033, or permission of the instructor.

3 points.

ECON BC3012x

Economics of Education

Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs, and (6) urban public school reforms. —R. Reback

Prerequisites: ECON BC 3035 and ECON BC 2411 or permission of the instructor.

3 points.

ECON BC 3013y

Economic History of the United States

Economic transformation of the United States from a small, open agrarian society in the late colonial era to the leading industrial economy of the 20th century. Emphasis is given to the quantitative, institutional, and spatial dimensions of economic growth, and the relationship between the changing structures of the economy and state. —D. Weiman

Prerequisite: ECON BC 3035 or BC 3033, or permission of the instructor.

3 points. Not offered in 2005-06.

ECON BC 3017y

Economics of Business Organization

The economics of firm organization and the evolution of the modern business enterprise. The function of organizations in coordinating the use of economic resources. The role of technology, labor, management, and markets in the formation of the business enterprise. Includes international comparisons and attention to alternative economic theories on the role of business organizations on national competitive advantage. —A. Dye

Prerequisite: ECON BC 3035 or permission of the instructor.

3 points. Not offered in 2005-06.

ECON BC 3019x

Labor Economics

Factors affecting the allocation and remuneration of labor; population structure; unionization and monopsony; education and training, mobility and information; sex and race discrimination; unemployment; and public policy. —L. Munasinghe

Prerequisite: ECON BC 3035, or permission of the instructor.

3 points.

ECON V 3025y

Financial Economics

Institutional nature and economic function of financial markets. Emphasis on both domestic and international markets (debt, stock, foreign exchange, Eurobond, Eurocurrency, futures, options, and other). Principles of security pricing and portfolio management; the Capital Asset Pricing Model and the Efficient Markets Hypothesis. —R. Sethi

Prerequisites: ECON BC 3035 and ECON BC 2411 or the equivalent.

3 points.

ECON BC 3029y**Development Economics**

Critical survey of the main debates within development studies: theory and empirics of growth and structural transformation; dynamics of income distribution and poverty; impact of international economic relations; population, health and nutrition; and the nature and role of government. —S. Reddy
Prerequisite: ECON BC 3035 or ECON BC 3033, or permission of the instructor.

3 points.

ECON BC 3038x**International Money and Finance**

An introduction to balance of payments and exchange rate theory; capital mobility and expectations; internal and external adjustment under fixed and flexible exchange rates; international financial markets; capital mobility and expectations; international policy coordination and optimum currency areas; history of the international monetary system. —A. Burgstaller

Prerequisite: ECON BC 3033.

3 points.

ECON BC 3039x**Environmental and Natural Resource Economics**

The link between economic behavior and environmental quality: valuation of non-market benefits of pollution abatement; emissions standards; taxes; and transferable discharge permits. Specific problems of hazardous waste; the distribution of hazardous pollutants across different sub-groups of the U.S. population; the exploitation of commonly owned natural resources; and the links between the environment, income distribution, and economic development. —R. Sethi

Prerequisite: ECON BC 1002 or ECON BC 2035. Prerequisite for Economics majors: ECON BC 3035.

3 points. Not offered in 2005-06.

ECON BC 3045x**Business Cycles**

Theories and policy implications of business cycles. IS/LM, AS/AD and the Phillips Curve; dynamic general equilibrium models based on microfoundations including the Real Business Cycle model; New Keynesian models; models of the political business cycle. Particular episodes in the macroeconomic history of the US will provide case studies in which to study these models and the application of policies within. —S. Harrison

Prerequisite: ECON BC 3033

3 points.

ECON BC 3098x, y**Guided Research in Economics**

Provides an opportunity for hands-on learning by participating in a faculty-designed research project. The student will (1) receive instruction on the techniques and tools necessary for academic research, and (2) immediately apply this knowledge to a well-defined research project. This course is excellent preparation for further independent study or research. Regular conferences with the instructor and a comprehensive research journal are required. It is recommended that the student complete *ECON BC 3098* prior to enrolling in *ECON BC 3099*. —Staff

Prerequisite: BC 3033 or BC 3035 and permission of the instructor.

3 points.

ECON BC 3099x, y**Independent Study**

—Staff

Prerequisite: BC 3033 or BC 3035 or permission of the instructor.

Points TBA.

ECON V 3265x, y

The Economics of Money and Banking

Introduction to the principles of money and banking. The intermediary institutions of the American economy and their historical developments, current issues in monetary and financial reform.

—Fall: P. Mehrling, Spring: S. Albanesi

Prerequisite: ECON BC 3033.

3 points.

ECON BC 3270y

Topics in Money and Finance

Classic questions in monetary economics, including but not limited to: inside and outside money, financial crisis and hyperinflation, central banking and the payments system, liquidity and market making, monetary policy and exchange rates. —P. Mehrling

Prerequisites: ECON BC 3033 and ECON BC 3035. Limited to 25.

3 points.

ECON G 4235y

Historical Foundations of Modern Economics: Adam Smith to J.M. Keynes

A survey of some of the major intellectual developments that have created the discipline of economics. Particular attention to the works of Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, Knut Wicksell, Irving Fisher, and J.M. Keynes. —A. Burgstaller

Prerequisites: ECON BC 3035 and ECON BC 3033, or the equivalent.

3 points.

Senior Requirement

Economics majors must take one of the following two senior requirement options.

ECON BC 3061x, 3062y

Senior Thesis

Tutorials and conferences on the research for and writing of the senior thesis. —Staff

Prerequisite: Permission of the instructor and completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.

4 points.

ECON BC 3063x, y

Senior Seminar

A topic in economic theory or policy of the instructor's choice. See department for current topics and for senior requirement preference forms. Seminar sections are limited to 15 students. —Staff

Prerequisites: Permission of the instructor and the completion of all courses (except for the senior requirement) required for the economics track, political economy track, or economics and mathematics majors. Exceptions to these prerequisites may be granted by the chair of the department only.

4 points.

Columbia Courses

The following courses are described in the bulletin of Columbia College. Graduate courses are open to qualified undergraduates with the instructor's permission.

Note: Barnard Economics BC 3033 is equivalent to Columbia W 3213, and Barnard BC 3035 to Columbia W 3211. Please consult the department office for a list of Columbia economics courses whose subject matter overlaps directly with Barnard economics courses (only one of two such courses will earn credit).

ECON W 2257y

Global Economy

—S. Gulati

Prerequisite: ECON W 1105.

3 points.

ECON W 2261x, y**Introduction to Accounting and Finance**

Prerequisite: ECON W 1105. (Note: Only one course in accounting will be credited toward the Bachelor of Arts degree.)

—A. Rozen, M. Maedler

4 points.

ECON W 3412x, y**Econometrics**

Prerequisites: Statistics W 1211 (or the equivalent), 2 semesters of calculus and ECON W 3211 or ECON W 3213. (Equivalent to BC 3018)

—M. Das

3 points.

ECON W 4020y**Economics of Uncertainty and Information**

—Instructor TBA

Prerequisites: ECON W 3211, ECON W 3213, and STAT W 1211

3 points.

ECON W 4080**Globalization, Incomes and Inequality**

Prerequisites: ECON W 3211 and ECON W 3213.

3 points. Not offered in 2005-06.

ECON W4213x**Advanced Macroeconomics**

—M. Woodford

Prerequisites: ECON W3211, ECON W3213, ECON W3412 and MATH V2010.

3 points.

ECON W 4228x**Urban Economics**

—B. O'Flaherty

Prerequisites: ECON W 3211 and ECON W 3213.

3 points.

ECON W 4251y**Industrial Organization**

—K. Ho

Prerequisites: ECON W 3211 and ECON W 3213.

3 points.

ECON W4280x**Corporate Finance**

—H. Guirguis

Prerequisites: ECON W2261, ECON W3211, ECON W3213 and STAT W1211.

3 points.

ECON W 4321**Economic Development**

Prerequisites: ECON W 3211 and ECON W 3213. (Equivalent to ECON BC 3029)

3 points. Not offered in 2005-06.

ECON W 4325y**Economic Organization and Development of Japan**

—D. Weinstein

Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON W 4329y
Economics of Sustainable Development

—Instructor TBA

Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON G 4337x
Economic Organization and Development of the Middle East

—V. Nowshirvani

Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON G 4340
World Trading System

Prerequisites: ECON W 3211 and ECON W 3213.
3 points. Not offered in 2005-06.

ECON W 4345x
World Economic Problems

—E. Phelps

Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON W 4370x
Political Economy

—A. Casella

Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON W 4400y
Labor Economics

—L. Edlund

Prerequisites: ECON W 3211 and ECON W 3213. (Equivalent to ECON BC 3019)
3 points.

ECON W 4415x
Game Theory

—P. Dutta

Prerequisites: Economics ECON W 3211 and ECON W 3213.
3 points.

ECON W 4438
Economics of Race in the U.S.

Prerequisites: Economics ECON W 3211 and ECON W 3213.
3 points. Not offered in 2005-06.

ECON W 4457
Industrial Organization of Art, Entertainment, Communication

Prerequisites: ECON W3211 and ECON W3213
3 points. Not offered in 2005-06.

ECON W 4465x
Public Economics

—E. Miyagawa

Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON W 4490
Economics of the Internet

Prerequisites: ECON W 3211 and ECON W 3213.
3 points. Not offered in 2005-06.

ECON W 4500x
International Trade

—R. Findlay
Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON W 4505y
International Monetary Theory and Policy

—Instructor TBA
Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON G 4526x
Transition Issues in East Central Europe, Post-Soviet State, and Reforming Asian Economies

—P. Desai
Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON W 4625y
The Economics of the Environment

—Instructor TBA
Prerequisites: ECON W 3211 and ECON W 3213. (Equivalent to BC 3039)
3 points.

ECON G 4523
Soviet and Post-Soviet Economies

Prerequisites: ECON W 3211 and ECON W 3213.
3 points. Not offered in 2005-06.

ECON G 4527y
Economic Organization and Development of China

—C. Riskin
Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECON W4615y
Law and Economics

—Instructor TBA
Prerequisites: ECON W3211 and ECON W3213.
3 points.

ECON G 4750y
Globalization and its Risks

—G. Chichilnisky
Prerequisites: ECON W 3211 and ECON W 3213.
3 points.

ECONOMIC HISTORY

4A Lehman Hall

854-3454

This program is supervised by the Committee on Economic History.

Economics: Alan Dye (Program Adviser)

History: Deborah Valenze, Carl Wennerlind

The Economic History Program is an interdisciplinary program combining history and economics. It seeks to develop a knowledge of the human experience through the record of the past and an understanding of the historical process from an economic perspective. The program combines the discipline of investigation and interpretation of the past with the study of the tools of economic analysis and quantitative skills and their use in historical investigation. Majors in this program will have a broad academic exposure that will prepare them to enter graduate programs in law, business, public policy, or administration as well as economics and history.

REQUIREMENTS FOR THE MAJOR

A major in Economic History must complete the following 11 courses or their equivalents:

ECON BC 2014	<i>Topics in Economic History</i>
ECON BC 3013	<i>Economic History of the United States</i>
ECON BC 3041	<i>Theoretical Foundations of Political Economy</i>

Two of the following:

ECON BC 3033	<i>Intermediate Macroeconomic Theory</i>
ECON BC 3035	<i>Intermediate Microeconomic Theory</i>
ECON BC 2411	<i>Statistics for Economics</i>

Four history courses (three within a single concentration) selected in consultation with the major adviser.

ECHS BC 3066x–3067y Two semesters of *Senior Research Seminar in Economic History* is to be supervised by a faculty member approved by the program adviser.

No minor is offered in Economic History.

ECONOMICS AND MATHEMATICS

4A Lehman Hall

854-3454

Economics Department Representative: Rajiv Sethi
Mathematics Department Representative: David Bayer

The Economics and Mathematics major provides the student with a grounding in economic theory comparable to that provided by the general economics major and exposes the student to rigorous and extensive training in mathematics. The program will be particularly useful for students planning to do graduate work in economics, which frequently demands greater mathematical training than that acquired through the minimum requirements of the basic economics degree.

REQUIREMENTS FOR THE MAJOR

A major in Economics and Mathematics must complete the following 14 courses or their equivalents:

- Economics: (7 courses)
- | | |
|--------------|---|
| ECON BC 3018 | <i>Econometrics</i> |
| ECON BC 3033 | <i>Intermediate Macroeconomic Theory</i> |
| ECON BC 3035 | <i>Intermediate Microeconomic Theory</i> |
| ECON BC 3041 | <i>Theoretical Foundations of Political Economy</i> |
| ECON BC 3062 | <i>Senior Thesis</i> (two semesters of the <i>Senior Thesis</i> are optional) or a Senior Seminar in Economics or Mathematics (ECON BC 3063, MATH V 3951, MATH V 3952 or an equivalent approved by the Chairs of the Mathematics and Economic majors) |

Two economics electives with an intermediate micro- or macroeconomic theory course as prerequisite.

- Mathematics: (7 courses)
- | | |
|------------------|---|
| MATH V 1101–1201 | <i>Calculus I–III</i> |
| MATH V 2010 | <i>Linear Algebra</i> |
| MATH V 2500 | <i>Analysis and Optimization or</i>
<i>MATH W 4061 Introduction to Modern Analysis</i> |
| SIEO W 3600 | <i>Introduction to Probability and Statistics</i> |

Two electives above the 2000 level, one of which can be MATH V 3951 or MATH V 3952, the undergraduate seminar in mathematics. MATH V 1103 is also an approved elective.

Students must obtain approval from each department representative before selecting electives. In exceptional cases, these may be from related fields.

EDUCATION

336 and 301 Milbank Hall

854-7072, 9237, 2117, 5408, 2121

www.barnard.edu/education

Professors: Lee Anne Bell (The Barbara Silver Horowitz Director of Education)

Assistant Professors: Maria Rivera, Jamy Stillman

ADVISORY COMMITTEE ON EDUCATION:

Associate Professor of Anthropology: Lesley Sharp

Professor of History: Herbert Sloan

Professor of Psychology: Peter Balsam

Dean of Academic Affairs, Columbia College: Kathryn Yatrakis

Dean of Students, School of General Studies: Mary McGee

The Barnard College Education Program prepares students to become skilled and reflective teachers who can effectively respond to the learning needs of diverse learners and create caring and intellectually supportive classroom communities. The program provides a course of study for students who are interested in becoming certified teachers, working with young people or adults in human service agencies, or preparing for careers related to education. The Education Program serves students from Barnard, Columbia, Fu Foundation School of Engineering and Applied Science, and General Studies. Courses are taken in conjunction with a major in an approved field of study and may constitute a minor. Courses counted toward a major may not be doubly counted for a minor.

The program includes coursework in psychology, discipline-centered education courses (History, Philosophy, Economics and Sociology of Education; Contemporary Issues in Education), pedagogical courses (Methods of Teaching; Seminar in the Teaching-Learning Process), and field-based experience (Practicum; Student Teaching). Students are placed with experienced teachers in New York City public schools during their junior and senior years. (See childhood and adolescence program descriptions for details.)

The Education Program is accredited by the Regents of NYS and registered by the New York State Education Department to recommend students who complete the program for Initial Certification in either Childhood Education (grades 1–6) or Adolescence Education (grades 7–12). Graduates of the program are also eligible for membership in the Interstate Certification Agreement, a reciprocal certification among 31 states. Certification is based on demonstration of competency in both academic and field settings. Students will gain 100 hours of pre-student teaching experience and complete 100 hours of student teaching at two grade levels. As part of the certification process, students must pass the New York State Teacher Certification Examination and seminar sessions in Identifying and Reporting Child Abuse, Prevention of School Violence, Drug and Alcohol Abuse Prevention, and Inclusion of Students with Special Needs. Graduates of Barnard College have a 100 percent pass rate for the New York State Teacher Certification Examination.

To apply to the program, acquire an information packet and application in 336 Milbank or download an application from the Web site. Students may apply for admission during their sophomore year and no later than the first Monday in October in the autumn term of their junior year. Students who plan to study abroad during their junior year should apply by the end of their sophomore year. Admission criteria include good academic standing, evidence of interest in the field of education, and capacity for growth

in areas vital to the teaching-learning experience. Enrollment is limited.

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., Psychology BC 3465, BC 3466, assisting at the Center for Toddler Development). Students with these interests should arrange their schedules appropriately.

Childhood Education Program

This program leads to the New York State Initial Certificate in Childhood Education (grades 1–6). Students must complete a total of 26-28 credits as follows:

One psychology course (in addition to Introduction to Psychology PSYC BC 1001), chosen from among:

PSYC BC 1105	<i>Psychology of Learning with Lab</i>
PSYC BC 1107	<i>Psychology of Learning</i>
PSYC BC 1113	<i>Cognitive Psychology with Lab</i>
PSYC BC 1115	<i>Cognitive Psychology</i>
PSYC BC 1127	<i>Developmental Psychology with Lab</i>
PSYC BC 1129	<i>Developmental Psychology</i>
PSYC BC 2134	<i>Educational Psychology</i>
PSYC BC 3382	<i>Adolescent Psychology</i>

One discipline-specific education course chosen from among:

PHIL V 2100	<i>Philosophy of Education</i>
SOCI V 3225	<i>Sociology of Education</i>
EDUC BC 2032	<i>Contemporary Issues in Education</i>
HIST BC 4542	<i>Education in American History</i>
ECON BC 3012	<i>Economics of Education</i>

A third course selected from either of the two categories above.

Pedagogical Core (Education):

EDUC BC 2052	<i>Seminar in Methods of Elementary School Teaching</i>
EDUC BC 2055, sec 1	<i>School Practicum</i>
EDUC BC 3063	<i>Teaching in Elementary or Secondary Schools</i>
EDUC BC 3064	<i>Seminar in the Teaching-Learning Process</i>

Note: The methods course and practicum are taken concurrently and offered in spring term only. The seminar and student teaching are taken concurrently and are offered every semester (seniors only).

The methods course covers principles and methods for teaching literacy and numeracy. Concurrently with Methods, the school practicum in an elementary classroom practicum consists of a weekly internship in an elementary where students observe and apply teaching methods and principles of child development.

The practicum provides 60 of the 100 required hours of pre-student teaching experience. The additional 40 hours can be taken through additional work with children under the supervision of a certified teacher. Forms for documentation of pre-practicum field experience are available in the Education Program office or on our Web site.

Adolescence Education Program

This program leads to the New York State Initial Certificate in Adolescence Education (grades 7–12) in the fields of English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Students must complete a total of 23-26 credits from the following course of study:

One psychology course (in addition to Introduction to Psychology PSYC BC 1001), chosen from among:

PSYC BC 1105	<i>Psychology of Learning with Lab</i>
PSYC BC 1107	<i>Psychology of Learning</i>
PSYC BC 1113	<i>Cognitive Psychology with Lab</i>
PSYC BC 1115	<i>Cognitive Psychology</i>
PSYC BC 1127	<i>Developmental Psychology with Lab</i>
PSYC BC 1129	<i>Developmental Psychology</i>
PSYC BC 2134	<i>Educational Psychology</i>
PSYC BC 3382	<i>Adolescent Psychology</i>

One discipline-specific education course chosen from among:

PHIL V 2100	<i>Philosophy of Education</i>
SOCI V 3225	<i>Sociology of Education</i>
EDUC BC 2032	<i>Contemporary Issues in Education</i>
HIST BC 4542	<i>Education in American History</i>
ECON BC 3012	<i>Economics of Education</i>

Pedagogical Core (Education):

EDUC BC 2055, sec 2	<i>School Practicum</i>
EDUC BC 2062	<i>Seminar in Secondary School Curriculum Development</i>
EDUC BC 3063	<i>Teaching in Elementary or Secondary Schools</i>
EDUC BC 3064	<i>Seminar in the Teaching-Learning Process</i>

Note: The methods course and practicum are taken concurrently and offered in spring term only. The seminar and student teaching are taken concurrently and are offered every semester (seniors only).

The methods course covers principles and methods for teaching English, teaching English, Foreign and Ancient Languages, Mathematics, the Sciences, and Social Studies. Concurrently with methods, the school practicum consists of a weekly internship in a middle school or secondary classroom where students observe and apply principles of adolescent development to teaching and learning.

The practicum provides 60 of the 100 required hours of pre-student teaching experience. The additional 40 hours can be taken through additional work with adolescents under the supervision of a certified teacher. Forms for documentation of pre-practicum field experience are available in the Education Program office or on our Web site.

Note: No more than one additional course may be taken in addition to student teaching and the seminar. Students with incompletes may *not* student teach.

Note: Senior year student teaching may conflict with other opportunities at Barnard (e.g., Psychology BC 3465, BC 3466, assisting at the Center for Toddler Development.) Students with these interests should arrange their schedules appropriately.

REQUIREMENTS FOR THE MINOR

The minor requires a minimum of six courses: EDUC BC 3063, EDUC BC 3064, a methods course, the practicum course, and two others from those courses listed above but not counted toward the major.

COURSES OF INSTRUCTION

EDUC BC 2032x

Contemporary Issues in Education

Study of critical issues confronting education today and the relation to contemporary society. Topics include equity in learning experiences for bilingual, culturally diverse, gifted, and disabled students—girls and boys. The impact of technology, school choice and standards will be addressed.

Field work required. —M. Rivera, J. Stillman

Enrollment limited to 25. Prerequisite: Permission of the instructor.

4 points. T 4:00–6:00

EDUC BC 2052y

Seminar in Methods of Elementary School Teaching

Provides prospective teachers with developmentally appropriate methods for teaching elementary school subjects to meet the intellectual, social, and emotional needs of learners. Topics include all aspects of literacy, utilizing literacy across content areas, teaching mathematics through problem-solving, classroom management, assessment, diversity, and inclusion. Students begin developing a professional portfolio. —J. Stillman

This course should be taken in the spring term of the junior year with corequisite BC 2055. Prerequisite to student teaching in elementary schools. Open to Education Program applicants and others only with permission of instructor.

4 points. M 2:10–4:00

EDUC BC 2055y

School Practicum

Students investigate educational theory, pedagogical methods in literacy, and developmentally appropriate practices through involvement in assigned elementary or secondary New York City public schools. Supervised classroom experiences interrelate with corequisite methods seminars to provide understanding of the teaching and learning process through participant observation of one full day per week. —Section 1: J. Stillman; Section 2: M. Rivera

Corequisite: Section 1, Elementary, BC 2052y or Section 2, Secondary, BC 2062y.

3 points.

EDUC BC 2062y

Seminar in Secondary School Curriculum Development

Provides prospective teachers with developmentally appropriate methods for teaching at the secondary level to meet the intellectual, social, and emotional needs of adolescent learners. Topics include pedagogical methods appropriate to specific content areas, classroom management, diversity, inclusion, and assessment. Students begin developing a professional portfolio.

—M. Rivera, L. Bell

This course should be taken in the spring term of the junior year with corequisite BC 2055. Prerequisite for student teaching in secondary schools. Open to Education Program applicants and others only with permission of instructor.

4 points. M 2:10–4:00

EDUC BC 3063x,y

Student Teaching

Supervised student teaching in elementary or secondary schools includes creating lesson plans, involving students in active learning, using cooperative methods, developmentally appropriate assessment, and meeting the needs of diverse learners in urban schools. Requires 100 hours of teaching at two different grade levels, full time for one semester. —Staff.

Prerequisite: Completion of BC 2052 or BC 2062 and BC 2055. Corequisite: BC 3064. Enrollment limited.

6 points.

EDUC BC 3064x, y**Seminar in the Teaching-Learning Process**

This seminar, taken in conjunction with student teaching, is designed to support the student teacher's development as a reflective practitioner. Provides a forum for discussion of developmentally appropriate classroom teaching practices, assessment, and classroom management to respond effectively to the learning needs of diverse students. Teaching skills developed through individual supervision, conferences, videotaping, and portfolio design. Seminar topics include prevention of drug and alcohol abuse, identifying and reporting child abuse, violence prevention, inclusion, and meeting the needs of diverse student populations. —L. Bell

Corequisite: BC 3063. *Enrollment limited to students enrolled in the Education Program.*

4 points. W 2:10–4:00

Economics ECON BC 3012x**Economics of Education**

Analyzes education policies and education markets from an economic perspective. Examines challenges that arise when researchers attempt to identify the causal effects of inputs. Other topics: (1) education as an investment, (2) public school finance, (3) teacher labor markets, (4) testing/accountability programs, (5) school choice programs and (6) urban school reforms. —R. Reback

Prerequisites: ECON BC 3035 and ECON BC 2411 or permission of instructor.

3 points. MW 1:10–2:25

History HIST BC 4542x**Education in American History**

A consideration of the place educational institutions, educational ideas, and educators have played in American life. Emphasis will be on the connection between education and social mobility.

—N. Woloch

Permission of the instructor required.

4 points. Tu 2:10–4:00

Philosophy PHIL V 2100y**Philosophy of Education**

Drawing on classical and contemporary authors, discussion with focus on the question of the conditions requisite for producing free and responsible individuals. Selected readings from Plato, Rousseau, Dewey, and others. —Staff

3 points. MW 11:00–12:15

Sociology SOCI V 3225y**Sociology of Education**

Social organization of education in the United States: the school as a complex organization; the classroom as a learning environment; social factors in academic aspirations and achievements; selected innovations in educational practices; and problems in the relations between the school and the community. —V. K. Morest

3 points. MW 1:10–2:25

Cooperating Teacher Participants for 2005–2006

P.S. 75	Mott Hall School	Bronx School of Law and Finance
Mayra Fernandez	Denise Perez	<i>Social Studies</i>
Lisa Goldberg	<i>Science</i>	Lena Borst
Siobhan Heneghan	Conrad Fernandez	<i>Math</i>
P.S. 87	Bronx High School of Science	Hamlet Santos
Cindy Brenholz	<i>Mathematics</i>	John F. Kennedy High School
Theresa Furman	Jerry Eng	<i>Social Studies</i>
Erika Greenblatt	<i>Spanish</i>	Tamara Acoba
Ruth Tabacco	Patty Nuñez	Naomi Santora
Laura Truitt	<i>Social Studies</i>	Marble Hill for International Students
Manhattan School for Children	Linda Weissman	<i>English</i>
Julie Broderick	<i>Chemistry</i>	William Elmore
Robin Cornett	Vielka Ramos	
Madelene Geswaldo	<i>Latin/Italian</i>	
Matthew Greenberg	Josephine Elmoznino	
Debi Sisco		
Prema Vora		

Cooperating Schools for Practicum Placements

Elementary:

P.S. 9 Renaissance School for Music and Art
 P.S. 11 William T. Harris School
 P.S. 24 The Spuyten Duyvil (Bronx)
 P.S. 36
 P.S. 75 Emily Dickinson
 P.S. 84 Lillian Weber School
 P.S. 87 William Sherman School
 P.S. 97 The Mangin
 P.S. 125
 P.S. 145 Bloomingdale School
 P.S. 161 Pedro Albizu Campos
 P.S. 165 Robert E. Simon School
 P.S. 166 Manhattan School of Arts and Technology
 P.S. 183 The School for Discovery and Family Academy
 Manhattan School for Children
 I.S. 188, School for Academic and Athletic Excellence
 Public schools in New Jersey and New York communities
 Mott Hall I
 Mott Hall II
 P.S. 8
 P.S. 153
 P.S. 194

Secondary:

Booker T. Washington Middle School
 Bronx High School of Science
 Columbus Academy
 Dual Language Middle School
 Frederick Douglass Academy
 High School for Environmental Studies
 Humanities High School
 Hunter High School
 John F. Kennedy High School
 School of Law and Finance–JFK
 Martin Luther King, Jr. High School
 School for the Physical City
 Wadleigh Secondary School
 Booker T. Washington, J.H.S. 54
 A. Phillip Randolph High School
 I.S. 131, Dr. Sun Yat Sen
 Morristown High School, New Jersey
 I.C.E., Institute For Collaborative Educ.
 Mott Hall II
 Crossroads Middle School
 Urban Academy
 Bronx School for Science Inquiry & Investigation

ENGLISH

417 Barnard Hall

854-2116, 854-8971

Fax: 854-9498

www.barnard.edu/english
english@barnard.edu

Professors: James Basker (Ann Whitney Olin Professor), Larry Engel (Visiting), Mary Gordon (Millicent C. McIntosh Professor in English and Writing, Chair), Achsah Guibbory, Maire Jaanus, Caryl Phillips (Visiting Professor and Weiss International Fellow in Literature and the Arts), Anne Lake Prescott (Helen Goodhart Altschul Professor), Hertha Schulze (Visiting), William Sharpe

Associate Professors: Lisa Gordis, Jennie Kassanoff, Charles W. Mahoney (Visiting), Peter Platt, Maura Spiegel (Term)

Adjunct Associate Professors of Professional Practice: Robert Antoni, Michael Hofmann, Ellen McLaughlin, Christine Schutt, Lynne Tillman

Assistant Professors: Bashir Abu-Manneh, Ross Hamilton (Director of Film Concentration), Saskia Hamilton (Director of Women Poets at Barnard), Monica Miller, Elizabeth Weinstock

Assistant Professor of Professional Practice: Stacey D'Erasmus, Julia Jordan

Senior Lecturers: Patricia Denison (Acting Chair, Theatre Department), Peggy Ellsberg, Nancy Kline Piore (Director of The Writing Program), Cary Plotkin, Timea Szell (Director of Creative Writing), Margaret Vandenburg (Director of First-Year English)

Lecturers: Constance Brown, Mary Cregan, Pamela Cobrin (Director of the Writing Center), Georgelte Fleischer, David McKenna, John Pagano, Marie Regan, Elizabeth Schmidt, Aaron Schneider

Senior Associates: Quandra Prettyman

Associates: Julia Leigh, James Runsdorf

The offering in English is designed to foster good writing, effective speaking, and heightened understanding of culturally significant texts. Students majoring in English are encouraged to develop their responsiveness to the literary imagination and their sensitivity to literary form through disciplined attention to language and to critical and scholarly methods.

For all students, including transfers, "a minimum of six semester courses must be completed while the student is in residence at Barnard" (see catalog, page 37). Non-majors may satisfy the distribution requirement in the Humanities (Part A) and in Culture and Societies (Part B) by electing appropriate courses listed under Language and Literature.

REQUIREMENTS FOR THE MAJOR

A major program consists of at least ten courses:

1. Majors should complete the following requirements by the end of the junior year:
 - (a) English BC 3193x or 3193y. Literary Criticism and Theory: an introduction to the methods of literary analysis. A prospective major should, if possible, elect this course in her sophomore year.
 - (b) English BC 3159x-3160y. The English Junior Colloquium: an introduction to some major texts of the Middle Ages, the Renaissance and the

Enlightenment. Sophomores may be admitted, but are advised to wait if possible. Students planning to go abroad for their junior year should see their advisers about substitutions for this requirement. Students may substitute for the Junior Colloquium 3 courses from among the following:

ENGL 3140y sec. 2

Only one of the three Shakespeare courses: ENGL 3163 or 3164 or ENTH 3136y

ENGL 3154 - 3158, 3165-3169

ENGL 3173y, and 3179x

At least one of these courses must cover Medieval or Renaissance material; at least one, material of the 17th or 18th-Century. One of these will also count towards satisfying the "before 1900" requirement. Students may also take 1 colloquium and 2 substitutions.

2. In addition, a major will elect five courses so distributed as to extend her knowledge of English and American literature:

(a) At least two of these must be in literature before 1900:

EHTH 3136, 3137

ENGL 3141x

ENGL 3154 (Chaucer) through ENGL BC 3180 (American Literature 1800-1870)

This year ENGL 3140y sec. 2 will count as a course before 1900 and as a colloquium substitute.

(b) Of the three remaining elective courses, two may be in writing (3105-3120), film (ENGL 3119-3201), speech (ENGL 3121), theatre (ENTH 3136-3140), or seminars on special themes (3140, 3144).

(c) As a senior an English major will complete advanced work in two seminars (BC 3997, 3998). Seniors concentrating in Theatre or Writing will normally substitute the Special Project in Theatre or Writing (BC 3996) for one of the required seminars. Under special circumstances qualified senior majors may request permission to substitute Independent Study for one of the seminars (see BC 3999, below).

REQUIREMENTS FOR THE MINOR:

A minor consists of at least five English courses: one from either Chaucer (BC 3154 or BC 3155), Shakespeare (ETR 3136, ENG BC 3163, or BC 3164), or Milton (BC 3167); two additional courses in literature before 1900 (See above 2a); and two electives (See above 2b).

CONCENTRATIONS IN THE MAJOR

All concentrations in the major except that in American Literature require 11 courses.

American Literature

Students interested in an American Literature concentration should consult with Professor Gordis (408b Barnard). In addition to ENG BC 3159, 3160 (or appropriate

substitutes), and 3193, an American concentration consists of either 3179 or 3180, either 3181 or 3183, one other American literature course, and one senior seminar with a focus on American literature. (The Department requires two senior seminars for the major.) Of the remaining electives, one must be in English literature before 1900.

Film

Students interested in a film concentration should consult Professor Hamilton (419 Barnard). A film concentration consists of four courses:

- 1) Introduction to Film and Film Theory (3201x)
- 2) A writing course, either Screenwriting (3119) or Film Criticism (3120)
- 3) A Film/Literature Senior Seminar (3997/3998)
- 4) The final course, which requires approval, is a film and literature class from among specific offerings at Barnard or Columbia.

These four courses will count in place of two electives and one Senior Seminar in the regular English major.

Theatre

Students interested in a Theatre concentration should consult Professor Denison (Room 412 Barnard). A Theatre concentration consists of four courses: three courses, either two Theatre History (THR 3150, 3151) and one dramatic literature seminar or one theatre history and two dramatic literature seminars and a fourth course, Special Project in Theatre (ENG BC 3996) in combination with a dramatic literature course. These four courses will count in place of two electives and one Senior Seminar in the regular English major. An eleventh course should be in dramatic literature in English, offered by the English Department or the Theatre Department (selected in consultation with the director of the Theatre concentration).

Writing

Open to a limited number of majors. Students enter the writing concentration by application only. Interested students must submit a portfolio of their work to the director of Creative Writing by the end of their junior year. A writing concentration consists of at least four courses: two writing courses, of which one will be introductory (BC 3105-3113) and one advanced (BC 3114-3118); a Senior project written either in a third writing course combined with a Special Project in Writing (BC 3996) or in an Independent Study (BC 3999); and a fourth course, either literature (in English or another language), or creative writing, or ARS BC 3031. Consult the Director of Creative Writing, Professor Szell (423 Barnard), for applicability of Columbia courses. These four courses will count in place of two electives and one Senior Seminar in the regular English major. (N.B. BC 3119, Screenwriting, does not count toward the writing concentration.)

COURSES OF INSTRUCTION

Introductory

ENGL BC 1201x, y

First-Year English: Reinventing Literary History

Close examination of texts and regular writing assignments in composition, designed to help students read critically and write effectively. Sections of the course are grouped in three clusters: I. Legacy of the Mediterranean; II. The Americas; III. Women and Culture. The first cluster features a curriculum of classic texts representing key intellectual moments that have shaped Western culture, as well as excursions to the opera, the theatre, and museums. Offering revisionist responses to the constraints of canonicity, the last two clusters feature curricula that explore the literary history of the Americas and the role of women in culture. —Director and Staff

*Required for all first-year students. May not be taken for P/D/F.
3 points. Consult department bulletin board for section times.*

ENGL BC 1202x
Studies in Writing

Intensive practice in writing, emphasizing drafts, revision, peer response, and individual conferences. Consideration of the conventions of English style, usage, and grammar by means of both informal and formal writing, culminating in expository essays. Recommended for, but not limited to, first-year students and students whose first language is not English. —Director and Staff
Consult department bulletin board for section times.

3 points. *Sec. 1 MW 9:10-10:25—P. Kain*
 Sec. 2 MW 2:40-3:55—P. Cobrin
 Sec. 3 TuTh 4:10-5:25—S. Massimilla

Writing

ENGL BC 3101x
The Writer's Process: A Seminar in the Teaching of Writing

An exploration of theory and practice in the teaching of writing, designed for students who plan to become Writing Fellows at Barnard (see page 43). Students will read current theory and consider current research in the writing process and engage in practical applications in the classroom or in tutoring. —N. Piore

Application process and permission of the instructor.
3 points. *Sec. 1 TuTh 1:10-2:25*

ENGL BC 3103x, 3104y
Essay Writing

English composition above the first-year level. Techniques of argument and effective expression. Weekly papers. Individual conferences. Some sections have a special focus, as described. English as a second language (ESL) is offered Autumn Sec. 3 for students seeking an upper-level writing course.

BC 3103x Sec. 1 W 2:10-4:00—P. Ellsberg; Sec. 2 M 9:00-10:50—J. Runsdorf
BC 3104y Sec. 1 Th 11:00-12:50 (ESL)—P. Cobrin
3 points.

ENGL BC 3101x, 3103x, and 3104y do not count for major credit!

Creative Writing

Registration in each course is limited and the permission of the instructor is required; for courses 3105–3118, submit a writing sample in advance. Departmental application forms, (available in the department office, Room 417 Barnard, and at www.barnard.edu/English) and writing samples must be filed with the Director of Creative Writing, Professor Timea Szell (423 Barnard) before the end of the program planning period. Two creative writing courses may not be taken concurrently.

ENGL BC 3105x, 3106y
Fiction and Personal Narrative

Short stories and other imaginative and personal writing. —x: C.Schutt; y: T.Szell
3 points. x: W 6:10–8:00; y: W 2:10–4:00

ENGL BC 3107x, 3108y
Introduction to Fiction Writing

Practice in writing short stories and autobiographical narrative with discussion and close analysis in a workshop setting. —x: L. Tillman; y: S. D'Erasmus
3 points. x: M 2:10–4:00; y: Tu 4:10–6:00

ENGL BC 3110x, y

Introduction to Poetry Writing

Varied assignments designed to confront the difficulties and explore the resources of language through imitation, allusion, free association, revision, and other techniques.

—x: M. Hofmann; y: S. Hamilton

3 points. x: M 4:10–6:00; y: W 2:10–4:00

ENGL BC 3113x

Introduction to Playwriting

A workshop to provoke and investigate dramatic writing. —E. McLaughlin

3 points. M 4:10–6:00

ENGL BC 3114y

Advanced Playwriting

Advanced workshop to facilitate the crafting of a dramatic play with a bent towards the full length form.—J. Jordan

3 points. Th 4:10–6:00

ENGL BC 3115x, 3116y

Story Writing

Advanced workshop in writing, with emphasis on the short story. —x,y: M. Gordon

Prerequisite: Some experience in the writing of fiction. Conference hours to be arranged.

3 points. x: Tu 4:10–6:00; y: W 4:10–6:00

ENGL BC 3117x

Fiction Writing

Assignments designed to examine form and structure in fiction. Some attention given to the role of the writer in society. —R. Antoni

Students will have already written a substantial body of work. Prerequisite: Writing sample and interview with the instructor.

3 points. Tu 4:10–6:00

ENGL BC 3118y

Advanced Poetry Writing

Weekly workshops designed to critique new poetry. Each participant works toward the development of a cohesive collection of poems. Short essays on traditional and contemporary poetry will also be required. —S. Hamilton

3 points. W 4:10–6:00

ENGL BC 3120y

Creative Non-Fiction: Journalism.

—TBA.

3 points.

Film

ENGL BC 3119x, y

Screenwriting

A practical workshop in dramatic writing for the screen. Through a series of creative writing exercises, script analysis, and scene work, students explore and develop the basic principles of screenwriting. Either a polished short film script or a preliminary draft of a feature screenplay is the final project. —x: D. McKenna; y: M. Regan

3 points. x: W 2:10–4:00 y: M 11:10–12:50

ENGL BC 3200y
Film Production

An exploration of basic narrative tools at the filmmaker's disposal, with a particular emphasis on camera work and editing. Examines basic cinematic syntax that provides a foundation for story-telling on the screen. —L. Engel

Prerequisite: ENGL BC 3201x and permission of the instructor. Sophomore standing. Enrollment limited to 12 students.

3 points. y: M 1:00–4:00

ENGL BC 3201x.
Introduction to Film and Film Theory

A survey of the history of American and international film and an introduction to film theory, including feminist, psychoanalytic, structuralist, and post-structuralist methodologies. Film contextualized through theory and through the lens of popular culture (advertising, television, music videos) and genre (the Hollywood film, women's film, action movies, westerns, sci-fi, documentary, "Third World," and "alternative" film, etc.) Weekly screening.—M. Regan

3 points. M 5:40–9:30

Speech

Registration in the course is limited. Students need to sign up outside the English Department office, room 417 Barnard Hall.

ENGL BC 3121x
Uses of Speech

An introduction to effective oral presentation, including interviewing and public speaking. Emphasis on self-presentation, research, organization, and audience analysis. —P. Denison

Enrollment Limited to 14 students.

3 points. TuTh 10:35–11:50

Theatre

Registration in each course is limited. Students may sign up for theatre courses outside the Theatre Office, Room 507 Milbank Hall. See Theatre Department course descriptions for Theatre History (THTR BC 3150, 3151), Drama and Film (THTR BC 3143), Drama, Theatre, and Theory (THTR BC 3166), Modernism and Theatre (THTR BC 3737), and The History Play (THTR BC 3750).

ENTH BC 3136y
Shakespeare in Performance

The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. We will explore Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison

Enrollment limited to 18 students.

4 points. T 11:00–12:50

ENTH BC 3137y
Restoration and 18th-Century Drama

Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Trotter, Centlivre, Dryden, Congreve, Farquhar, Gay, Goldsmith, and Sheridan. —P. Denison

Enrollment limited to 18 students.

4 points. Not offered in 2005–06.

ENTH BC 3139y

Modern American Drama and Performance

Modern American drama in the context of theatrical exploration and cultural contestation.

Playwrights include Glaspell, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, and Hellman, Stein, Miller, and Fomes. —P. Denison

Enrollment limited to 18 students. \$60 fee.

4 points. Not offered in 2005–06.

ENTH BC 3140y

Women and Theatre

An exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Crothers, Hellman, Finley, Hughes, and Smith. —P. Cobrin

Enrollment limited to 18 students.

4 points. Th 11:00–12:50

Language and Literature

ENGL BC 3140x

Seminars on Special Themes

Registration may be limited.

3 points.

1. Contemporary British and Irish Poetry

A personal survey of recent and contemporary British and Irish poetry. An array of distinctive voices, from the ludic to the lyrical to the near-abstract.—M. Hofmann

MW 1:10-2:25

2. Explorations of Black Literature: 1760-1890

Poetry, prose, fiction, and nonfiction, with special attention to the slave narrative. Includes Wheatley, Douglass, and Jacobs, but emphasis will be on less familiar writers such as Brown, Harper, Walker, Wilson, and Forten. Works by some 18th century precursors will also be considered.—Q. Prettyman.

MW 2:40-3:55

3. Enchanted Imagination

Romantic and post-Romantic fantasy that examines the transformative role of imagination in aesthetic and creative experience. Challenges accepted boundaries between the imagined and the real, and celebrates otherness and magicality in a disenchanted world. Authors include Blake, Coleridge, Keats, Mary Shelley, Tennyson, Carroll, Tolkien, LeGuin, Garcia Marquez.—J. Pagano

MW 10:30-11:50

ENGL BC 3140y

1. Madness and Literature

Explores the literary representation of "madness" in works ranging from antiquity to the present. Authors include Euripides, Chretien de Troyes, Shakespeare, Swift, Bronte, Dostoevsky, Woolf, Plath, Kesey, and others.—E. Weinstock

TuTh 2:40-3:55

2. John Donne

Study of Donne, whose metaphysical poetry in a "new idiom" explored love, sex, death, and the problems of faith in the late Renaissance. We'll focus on poetry, but also read prose written after he'd become a priest. We may end with two modern plays: "Wit" and "The Designated Mourner." —A. Guibbory

TuTh 10:35-11:50

3. "To speak of woe that is in marriage." Studies in the Marriage Plot

Short stories and novels about marriage and its reversals from the 19th and 20th centuries, including works by Austen, Hardy, James, Tolstoy, and others.—P. Ellsberg

TuTh 1:10-2:25

4. Dickinson and Her Era

Emily Dickinson will be the focus of this study of mid-nineteenth-century American writers—including Emerson, Douglass, Thoreau, Fuller, Hawthorne, Melville and Whitman. In a variety of genres—lyric poems, personal narratives, fiction and the new epic poem—these writers explored the growing powers of the secular self at the dawn of the Civil War.—E. Schmidt

MW 11:00-12:15

5. Topics in Literature and Film: Memory and Forgetting

An experimental course that links literature to painting, photography and film, as well as texts in psychology (Freudian trauma theory and recovered memory). We will explore the role of personal and cultural memory in the creative process through key examples from the medieval "memory room" to the work of Alain Resnais.—H. Schulze and R. Hamilton

TuTh 2:10-4:00

6. Topics in Literature and Film: The Western

Analysis of American myth and experience via fourteen Western films. Films and lectures ultimately question the relevance of the West in 2005. Films include Walsh's THEY DIED WITH THEIR BOOTS ON, Hawks' RED RIVER, Peckinpah's THE WILD BUNCH and Sayles' LONE STAR. A concise and compelling vision of how the America we know has come to be.—D. McKenna

Tu 6:10-10:00

ENGL BC 3141x, 3142y

Major English Texts

A chronological view of the variety of English literature through study of selected writers and their works. Autumn: Beowulf through Johnson. Spring: Romantic poets to the present. —P. Ellsberg

Guest lectures by members of the department.

3 points. x, y: TuTh 10:35-11:50

ENGL BC 3143y

Middle Fictions: Long Stories, Short Novels, Novellas

Discussion of fictions between 60-150 pages in length. Authors include James, Joyce, Mann, Nabokov, Cather, Welty, West, Porter, Olsen, Trevor.—M. Gordon.

3 points. Not offered in 2005–06.

ENGL BC 3144x

Black Theatre

An exploration of Africana-American Theatre as an intervening agent in racial, cultural, and national identity. African and African-American theatre artists to be examined include Wole Soyinka, Efua Sutherland, Ngugi wa Thiong'o, Angelina Grimke, Adrienne Kennedy, Suzan-Lori Parks, Adrian Piper, and August Wilson.—P. Cobrin

3 points. M 11:00-12:50

English–Women's Studies ENWS BC 3144y

Minority Women Writers in the United States

Literature of 20th-century minority women writers in the United States, with emphasis on works by Asian, Black, Hispanic, and Native American women. The historical and cultural as well as the literary framework. —Q. Prettyman

3 points. Not offered in 2005–06.

ENGL BC 3148y

Literature of the Great Migration: 1916-1970

Explores, through fiction, poetry, essays, and film, the historical context and cultural content of the African American migration from the rural south to the urban cities of the north, with particular emphasis on New York, Chicago, Boston, and Philadelphia.—Q. Prettyman

3 points. MW 2:40-3:55

ENGL BC 3149y

Cultures of Colonialism: Palestine/Israel

The significance of colonial encounter, statehood, and dispossession in Palestinian and Israeli cultures from 1948 to the present, examined in a range of cultural forms: poetry, political tracts, cinema, fiction, memoirs, and travel writing. Authors include: Darwish, Grossman, Habibi, Khalifeh, Khleifi, Kanafani, Oz, Shabtai, Shalev, and Yehoshua.—B. Abu-Manneh.

3 points. TuTh 9:10-10:25

ENGL BC 3154

Chaucer Before Canterbury

Chaucer's innovations with major medieval forms: lyric, the extraordinary dream visions, and the culmination of medieval romance, *Troilus and Criseyde*. Approaches through close analysis, and feminist and historicist interpretation. Background readings in medieval life and culture.

3 points. Not offered in 2005–06.

ENGL BC 3155y

Canterbury Tales

The foundation of early modern literature. Chaucer as inheritor of late-antique and medieval conventions, and as founder of the later English literary tradition. Formalist, historicist, and feminist approaches. —T. Szell

3 points. Not offered in 2005–06.

ENGL BC 3156

Topics in Chaucer

A one-semester survey of the major works of Chaucer: dream visions, *Troilus and Criseyde*, and selected *Canterbury Tales*. Related medieval texts.

3 points. Not offered in 2005–06.

ENGL BC 3158y

Medieval Literature: Performing the Passion in Late-Medieval Culture

Explores the medieval engagement with the gospel story of Christ's Passion in a range of literary and art historical materials, including poems, plays, visions, and manuscript illuminations. Special emphasis on the symbolics of Christ's crucified body and the cultural work performed by images of Jesus as mother, child, and lover.—E. Weinstock

3 points. TuTh 11:00-12:15

ENGL BC 3159x–3160y

The English Colloquium

Major writers and literary works of the Middle Ages, the Renaissance and the Enlightenment, examined in terms of leading ideas in those periods.

Required of majors in the junior year. Students may substitute 3 courses--from ENGL 3154-3158, 3163-3164, 3165-3169, or ENTH 3136-3137. This year 3140y sec. 2 will also count as a substitution. Students may also take 1 colloquium and 2 substitutions. At least one of these courses must cover Medieval or Renaissance material; at least one material of the 17th or 18th Century. One of these will also count toward satisfying the "before 1900" requirement.

4 points.

1. Imitation and Creation

New ideas of the mind's relation to the world. New perspectives, the emergence of new forms, experimentation with old forms, and the search for an appropriate style. —R. Hamilton

x: Tu 9:00–10:50; y: W 9:00–10:50

2. Skepticism and Affirmation

The development of modern concepts of subjectivity and authority. The rise of art and the artist. Humanism and education. Rationalism and empiricism. The tension between belief and doubt. The exploration of limits and the limitless. —x: A. Guibbory; y: M. Jaauus

x: Th 11:00–12:50; y: Tu 11:00–12:50

3. Reason and Imagination

Humanism, reformation, and revolution: the possibilities of human knowledge; sources and strategies for secular and spiritual authority; the competing demands of idealism and experience.

—x: C. Plotkin, y: T. Szell

x: W 4:10–6:00; y: Th 4:10–6:00

4. Order and Disorder

The tension, conflicts, and upheavals of an era in the arts, religion, politics, aesthetics, and society. —x: A. Prescott, y: C. Mahoney

x: Tu 4:10–6:00; y: Th 4:10–6:00

ENGL BC 3163x, 3164y**Shakespeare**

A critical and historical introduction to Shakespeare's comedies, histories, tragedies, and romances.

—P. Platt

3 points. x, y: MW 9:10–10:25

ENGL BC 3165y**The Elizabethan Renaissance**

Literature and culture during the reign of Elizabeth I. Topics include God, sex, love, colonization, wit, empire, the calendar, cosmology, and Elizabeth herself as author and subject. Authors include P. Sidney, Spenser, Shakespeare, Marlowe, and Mary Sidney Herbert.—A. Prescott

3 points. Not offered in 2005–06.

ENGL BC 3166x**Seventeenth-century Prose and Poetry**

Lyric poetry about love, sex, death, and God in Donne and others (e.g., Herbert, Lanyer, Wroth, Herrick, Marvell, Phillips). Prose about science, politics, religion, and philosophy (e.g., Bacon and Cavendish, Hobbes and early communists "The Levellers") in what has been called the "century of revolution."—A. Guibbory

3 points. TuTh 2:40–3:55

ENGL BC 3167y**Milton**

Paradise Lost, Samson Agonistes and selections of Milton's earlier poetry and prose (defenses of free press, divorce, individual conscience, political and religious liberty) read within the context of religious, political, and cultural history, but with a sense of connection to present issues.—A. Guibbory

3 points. TuTh 10:35–11:50

ENGL BC 3169y**Renaissance Drama: Kyd to Ford**

Major plays of the English Renaissance (excluding Shakespeare), with emphasis on Marlowe and Middleton. —P. Platt

3 points. MW 1:10–2:25

ENGL BC 3171y**The Novel and Psychoanalysis**

The novel in its cultural context, with an emphasis on psychoanalysis. Readings in Freud and Lacan. Selected novels from Defoe to D.H. Lawrence.—M. Jaanus

3 points. MW 11–12:15

ENGL BC 3173y**Eighteenth-Century Literature: the Novel**

Origins and development of the novel in England. Topics will include: historical, cultural, and literary influences; narrative innovation and experimentation; sentimentalism; gothicism. Some attention to recent theories of the development of the novel. Readings will include Defoe, Richardson, Fielding, Sterne, Mackenzie, Walpole, Austen. Enrollment limited to 20 students.—A. Schneider

3 points. TuTh 5:40–6:55

ENGL BC 3174x

The Age of Johnson, 1740–1800

The works of Johnson, Boswell, and their circle in historic context; rise of the novel (Richardson, Fielding, and Sterne); poets from Pope to Blake and Wordsworth; women writers from Carter and Collier to Wollstonecraft; working class writers; topics include slavery and abolition in literature, the transition to romanticism, and the democratization of culture.—J. Basker

3 points. Not offered in 2005–06.

ENGL BC 3176y

The Romantic Era

Romantic writers in their intellectual, historical, and political context, with reference to contemporary movements in philosophy, music, and the plastic arts. Authors include Blake, Wordsworth, Coleridge, Byron, P.B. Shelley, and Keats. An emphasis on close reading of the poetry.—R. Hamilton

3 points. TuTh 9:10–10:25

ENGL V 3260

The Victorian Age in Literature

The 19th century saw the birth of the social and psychological sciences, along with new representations of the self in everyday life. Works by Dickens, Eliot, Meredith, Darwin, Arnold, Mill, Ellis, and others.—W. Sharpe

3 points. Not offered in 2005–06.

ENGL BC 3178x

Victorian Poetry and Criticism

Poetry, art, and aesthetics in an industrial society, with emphasis on the role of women as artists and objects. Poems by Tennyson, Arnold, Christina and D.G. Rossetti, Swinburne, and Elizabeth and Robert Browning; criticism by Ruskin, Arnold, and Wilde; paintings by the Pre-Raphaelites and Whistler; photographs by J.M. Cameron.—W. Sharpe

3 points. MW 11:00–12:15

ENGL BC 3179x

American Literature to 1800

The formation and development of American literary traditions. Writers include Bradford, Shepard, Cotton, Bradstreet, Taylor, Rowlandson, Edwards, Wheatley, Franklin, Woolman, Brown.

—L. Gordis

3 points. MW 11:00–12:15

ENGL BC 3180y

American Literature, 1800–1870

The development of a national literature from the late Republican period through the Civil War. Writers include Irving, Emerson, Poe, Fuller, Thoreau, Douglass, Stowe, Jacobs, Whitman, Dickinson.—L. Gordis

3 points. MW 11:00–12:15

ENGL BC 3181y

American Literature, 1871–1945

American literature in the context of cultural and historical change. Writers include Twain, James, DuBois, Wharton, Cather, Wister, Faulkner, Hurston.—M. Vandenburg

3 points. TuTh 4:10–5:25

ENGL BC 3182y

American Fiction

American fiction from the 18th to the early 20th centuries. Writers include Rowson, Hawthorne, Melville, Alcott, Twain, James, Wharton, Faulkner, Wright.—J. Kassinoff

3 points. Not offered in 2005–06.

ENGL BC 3183x**American Literature since 1945**

History, memory, family, death, machines, sex and worry are preoccupations of the texts selected for this course. Authors will include: Thomas Pynchon, Don DeLillo, Paula Fox, Jonathan Franzen, Toni Morrison, Richard Powers, Ishmael Reed and Philip Roth. —M. Spiegel

3 points. MW 5:40–6:55

ENGL BC 3184y**House and Home in American Culture**

An interdisciplinary examination of house, home, and family in American life from 1850 to the present. Attention to the interrelation between architectural design, ideologies of family, class identity, racial politics and gender formation. Historical sites include the plantation, the nomadic dwelling, the mansion, the tenement, the apartment, and the suburb. —W. Sharpe

3 points. MW 9:10–10:25

ENGL BC 3185x**Modern British and American Poetry**

The poetry of three decades, 1915–25, 1955–65, and 1991–2001. Poems by Yeats, Eliot, Williams, Millay, Larkin, O'Hara, Rich, Hughes, and others. —W. Sharpe

3 points. MW 9:10–10:25

ENGL BC 3186**Modern Drama**

Modern drama in its historical, theatrical context. Works by Ibsen, Chekhov, Pirandello, O'Neill, Miller, Genet, Pinter, Churchill, and others.

—P. Denison

3 points. Not offered in 2005–06.

ENGL BC 3187y**American Writers and Their Foreign Counterparts**

Developments in modern fiction as seen in selected 19th- and 20th-century American, European, and English works by Flaubert, Dostoevsky, James, Proust, Gide, Woolf, Faulkner, and others.

—M. Gordon

3 points. TuTh 1:10–2:25

ENGL BC 3188y**The Modern Novel**

Works by Woolf, Joyce, Faulkner, Lawrence, Forster, West, Barnes, and Desani.

—M. Vandenburg

3 points. TuTh 1:10–2:25

ENGL BC 3189**Postmodern Literature**

Writers since 1945, mostly English and American, and concepts of postmodern culture. Works by Beckett, Borges, Nabokov, Rhys, Barthelme, Pynchon, and others. —B. Abu-Manneh

3 points. Not offered in 2005–06.

ENGL BC 3190y**Global Literature in English**

A selective survey of fiction from the ex-colonies, focusing on the colonial encounter, cultural and political decolonization, and belonging and migration in the age of postcolonial imperialism. Areas covered include Africa (Achebe, Aidoo, Armah, Ngugi); the Arab World (Mahfouz, Munif, Salih, Souief); South Asia (Mistry, Rushdie, Suleri); the Caribbean (Kincaid); and New Zealand (Hulme).

—B. Abu-Manneh.

3 points. TuTh 2:40–3:55.

ENGL BC 3191x, y

The English Conference: The Lucyle Hook Guest Lectureship

Various topics presented by visiting scholars in courses that will meet for two to four weeks during each semester. Topics, instructors, and times will be announced by the department. Students must attend all classes to receive credit for this course. —Visiting faculty

1 point. To be taken only for P/D/F. Departmental registration required. See www.barnard.edu/english for details.

Fall: ENGL BC 3191x

Psychoanalysis and Literature: Lacan and Kleist

With a focus on fundamental concepts in Lacanian psychoanalysis -- the mirror phase, narcissism, transference, femininity and objet a—as exemplified in selected works by Kleist.—P. Widmer

MW Oct. 10, 12, 17, and 19. 6:10-8:00 pm

Spring: ENGL BC 3191y

Stage Comedy

We will read and discuss four important and very enjoyable plays: Moliere's *Tartuffe*; Oscar Wilde's *The Importance of Being Earnest*; Joe Orton's *What the Butler Saw*; and Tom Stoppard's *The Real Thing*. We will study the plays, their social and literary background, and the principles of comedy that they exemplify.—A. Kaufman

Tu Feb. 7, 14, 21, 28th 6:10-8:00 pm

ENGL BC 3193x, y

Literary Criticism and Theory

Provides experience in the reading and analysis of literary texts and some knowledge of conspicuous works of literary criticism. Frequent short papers. Required of all majors before the end of the junior year. Sophomores are encouraged to take it in the spring term even before officially declaring their major. Transfer students should plan to take BC 3193 in the autumn term. —Staff
Registration in each section is limited. Departmental registration required.

4 points. x: Sec. 1 Th 4:10-6:00—C. Brown

Sec. 2 Th 11:00-12:50—L. Gordis

Sec. 3 Tu 6:10-8:00—C. Plotkin

Sec. 4 Tu 2:10-4:00—W. Sharpe

Sec. 5 W 4:10-6:00—M. Cregan

y: Sec. 1 M 4:10-6:00—J. Pagano

Sec. 2 Tu 4:10-6:00—P. Platt

Sec. 3 Tu 11:00-12:50—J. Runsdorf

Sec. 4 W 6:10-8:00—G. Fleischer

ENGL BC 3194x

Critical and Theoretical Perspectives on Literature

3 points.

1. A History of Criticism

What is literature? This questions form the matter of a conversation among philosophers, writers, thinkers, and, latterly, “critics” that has gone on for two-and-a-half millennia. Their responses both reflect and influence the literature contemporary with them. Readings from Classical, Renaissance, Baroque, neo-Classical, Romantic, post-Romantic, late 19th-century, and 20th-century authors to 1960, with attention to contemporaneous literature.

Not offered in 2005–06.

2. Marxist Literary Theoryx

Evolution of Marxist criticism from Marx to Jameson and Eagleton. Central questions: What is unique about Marxist cultural analysis? What are the different Marxist schools of criticism? Is there a future for Marxism? Issues considered: capitalism and culture, class analysis, commitment, modernism and postmodernism, commodification and alienation, and postcolonialism.

—B. Abu-Manneh

3 points. TuTh 11:00-12:15

3. Psychoanalytic Approaches to Literature

Literary expression in the light of psychoanalytic thought. Psychoanalytic writings by Freud and Lacan; literary works from Shakespeare to the present. —M. Jaanus

Not offered in 2005–06.

4. Postmodern Texts and Theory

Literary and theoretical postmodern texts. Our focus will be the revolutionary redefinition of the image, word, pleasure, love, and the unconscious. —M. Jaanus

Not offered in 2005–06.

ENGL BC 3195x**Modernism**

Modernist responses to cultural fragmentation and gender anxiety in the wake of psychoanalysis and world war. Works by Woolf, Joyce, Yeats, Eliot, Stein, Hemingway, H. D., Pound, Lawrence, Barnes, and other Anglo-American writers. —M. Vandenburg

3 points. TuTh 1:10–2:25

ENGL BC 3196y**Home to Harlem: Literature of the Harlem Renaissance**

Explores the cultural contexts and aesthetic debates surrounding the Harlem or New Negro literary renaissance, 1920–30s. Through fiction, poetry, essays, and artwork, topics considered include: modernism, primitivism, patronage, passing and the problematics of creating a “racial” art in/for a community comprised of differences in gender, class, sexuality, and geographical origin. —M. Miller

3 points. TuTh 1:10–2:25

ENGL BC 3198x**Poetry Movements since the 1950’s.**

Major poetry movements since the 1950’s, including Beat Poetry, Confessional Poetry, the Black Arts Movement, Black Mountain, the Belfast group, and Language Poetry. —S. Hamilton.

3 points. *Not offered in 2005–06.*

ENGL BC 3199y**Poetics**

An investigation of philosophies of poetry and imagination. Selected prose and poetry by Petrarch, Coleridge, Clare, Dickinson, Williams, Celan, and others. —S. Hamilton.

3 points. *Not offered in 2005–06.*

ENRE BC 3810y**Literary Approaches to the Bible**

Interpretive strategies for reading the Bible as a work with literary dimensions. Considerations of poetic and rhetorical structures, narrative techniques, and feminist exegesis will be included. Topics for investigation include the influence of the Bible on literature, combined with the more formal disciplines of biblical studies. —P. Ellsberg

4 points. T 2:10–4:00

ENGL BC 3996x, y**Special Project in Theatre, Writing, or Critical Interpretation**

Senior majors who are concentrating in Theatre or Writing and have completed two courses in writing or three in theatre will normally take the Special Project in Theatre or Writing (3996x, y) in combination with an additional course in their special field. This counts in place of one of the Senior Seminars. In certain cases, Independent Study (BC 3999) may be substituted for the Special Project.

Permission of the instructor and chair required. In rare cases, with the permission of the chair, a special project in conjunction with a course may be taken by other English majors.

1 point.

ENGL BC 3992x, 3997x, 3998y**Senior Seminars: Studies in Literature**

Required of all majors, these seminars are designed to deepen knowledge of periods, writers, works, genres, and theories through readings, discussion, oral reports, and at least one significant research paper.

Written permission of the instructor required. Enrollment limited to seniors.

4 points.

ENGL BC 3992x**Senior Postcolonial Literature Seminar: The Literature of the Middle Passage**

Focusing on the literature of the Atlantic Slave Trade, this course culminates in a trip to Ghana. Texts from Africa, Britain, and the Americas, reflecting the historical impact of involuntary migration out of Africa, will include Achebe, Ama Ata Aidoo, Du Bois, Conrad, Equiano, and Baldwin. Open to all seniors by application.—C. Phillips, E. Schmidt, and M. Jaanus

T 9:00-10:50

ENGL BC 3997x**Senior Seminars: Studies in Literature****1. Fallen Women**

We will follow Eve's legacy from the Reformation to the present. Gendered notions of embodied sin and the acquisition of knowledge, the emblematic associations with the figure of Fortuna and Natura, the figure of the prostitute and the redeemed or redeeming woman. Readings from the Bible, Augustine, Shakespeare, and Milton but also Defoe, Flaubert, Bronte, Collette and Rhys.—R. Hamilton

Tu 11:00-12:50

2. Reading and Writing Women in Colonial America

In April 1645, John Winthrop lamented the sorry state of Ann Yale Hopkins, "who was fallne into a sadd infirmitye, the losse of her vnderstandinge & reason . . . by occasion of her giving her selfe wholly to readinge & writing, & had written many bookes." Consideration of poetry, autobiographies, captivity narratives, novels, and commonplace books by colonial women, including Anne Bradstreet, Mary Rowlandson, Phillis Wheatley, and Hannah Foster, as well as texts that reveal women's reading and publication practices, such as accounts of Anne Hutchinson and Milcah Martha Moore's Book.—L. Gordis

Th 2:10-4:00

3. Late Shakespeare: Visions and Revisions

Shakespeare's late plays as both experimental and revisionary. Topics will include performance and performativity, aesthetics, philosophy, politics, sexuality, and gender, as well as twentieth-century criticism's reconstructions of these final plays. Texts: Measure for Measure, Othello, King Lear, Antony and Cleopatra, The Winter's Tale, and The Tempest.—P. Platt

W 2:10-4:00

4. Gerard Manley Hopkins and Unorthodoxy

Nature poet, eco-poet, social(ist) poet, poet of ecstasy and anguish, author of one of the greatest odes in English literature--and in all these avatars a religious poet and priest, GMH (1844-89) was a revolutionary in the language of English poetry and prosody. His work was judged virtually unpublishable until 1919. The course will cover his complete works.—C. Plotkin

Th 6:10-8:00

5. Courtship and Marriage in the Works of Chaucer

Erotic, courtly, and divine love, marriage and power, the connections between poetry and courtship in selected dream visions, Canterbury Tales, and Troilus and Criseyde. Further readings include the biblical Song of Solomon, Ovid, Arab love poetry, troubadour lyrics, Dante, Petrarch, Andréas Capellanus, poems of adoration to the Virgin, and mystical religious literature.—T. Szell

Tu 4:10-6:00

ENGL BC 3998y
Senior Seminars: Studies in Literature

1. Body and Language

Interpretations of femininity in relation to issues of identification, sexuation, desire, love, and anxiety in various postmodern literary and theoretical (mainly lacanian) texts.—M. Jaanus

W 2:10-4:00

2. Film: The Man in the Crowd/The Woman of the Streets

Explores theories of the crowd, mass behavior and the individual in American fiction and film, from idealizations of democracy to lynch mobs. Works by Poe, Melville, Hawthorne, Crane, Lewis, West, Baldwin, Le Bon, Benjamin, Canetti, films by Vidor, Chaplin, Capra, Lang, Kazan and others.

—M. Spiegel

Th 4:10-6:00

3. Black Stereotype and Racial Performance: Negotiations of Identity and Difference

Exploration of the relationship between stereotypical images of African Americans and their constant rewriting and revision in American literary and visual culture. Topics addressed: blackface minstrelsy, tricksters, passing, standards of beauty, Hollywood, and the art market. Authors include Brown, Stowe, Melville, Twain, Chesnutt, Larsen, C. Johnson, Ellison, and Morrison. Artwork, films, and performance pieces.—M. Miller

Tu 4:10-6:00

4. Victorian and Modern Drama

Drama in transition. Changing social structures and dramatic structures at the turn of the century. The relationship between convention and invention in the plays of Shaw, Wilde, Pinero, Ibsen, Chekhov, Robins, and others.—P. Denison.

M 11:00-12:50

5. City in Literature

How did New Yorkers create a modern and ethnic brand of American culture? This course examines literary and artistic representations of the city, especially at night, and the ways the city has been used to explore sexuality, violence, assimilation, alienation, race, cultural difference, and aesthetic form. Reading list shaped by students.—W. Sharpe

Tu 2:10-4:00

6. Modernist Visions: Conrad, Eliot, Woolf

Themes of the heart of darkness, the waste land, and voyages, in the first decades of the 20th century. London; overseas; gender divisions; fragmentation and reconstruction.—C. Brown

W 4:10-6:00

ENGL 3999x, y
Independent Study

Senior majors who wish to substitute Independent Study for one of the two required senior seminars should consult the chair. Permission is given rarely and only to students who present a clear and well-defined topic of study, who have a department sponsor, and who submit their proposals well in advance of the semester in which they will register. There is no independent study for screenwriting or film production.

Permission of the Instructor and Department Chair is required.

4 points.

CLEN G 4563x
Reading Lacan

Reading Lacan's Seminar VI: Desire and Its Interpretation with Hamlet, Seminar VII: The Ethics of Psychoanalysis with Antigone; Seminar VIII: Transference with Plato's Symposium, Seminar X: Anxiety with selected novels. Emphasis on the relevance of Lacan's thought to literature and culture and on his shift from desire and language to jouissance, love, and poetry.—M. Jaanus

3 points. M 4:10-6:00

CLEN W 4122x

Renaissance in Europe: The Erotic in Renaissance Literature

How did Renaissance writers imagine the erotic from serious idealized love to comic sexual dysfunction, from homoerotic passion to marriage. Texts include some background reading in Ovid and Petronius as well as such Renaissance writers as Rabelais, Louise Labe, Donne, and William Shakespeare.—A. Prescott

MW 4:10-5:25

CPLS BC 3147y

Comparative Literature: Renaissance Women Writers

An exploration of women writers in England, France and Italy from the 15th to 17th century. Poetry, narrative and theater focusing on topics such as love, sex, society, power, and God by Christine de Piza, Marguerite de Navarre, Gaspara Stampa, Louise Labe, Elizabeth Cary, Mary Wroth, Madame de Lafayette, and others.—A. Prescott and L. Postlewate

TBA

ENVIRONMENTAL BIOLOGY

1203 Altschul Hall

854-2437

Advisers: Paul E. Hertz (Biological Sciences), Stephanie Pfirman (Environmental Science)

The program in Environmental Biology is jointly administered by the departments of Biology and Environmental Science, and students should maintain contact with the advisers in both departments. A major in Environmental Biology provides a strong background for students interested in the intersection of Biology and Environmental Science. The major is suitable for students who intend to pursue a research career in conservation biology, ecology, or environmental biology as well as for students interested in environmental law or policy. Students who elect the Environmental Biology major will enroll in introductory and advanced courses in Biology and Environmental Science and related fields. All Environmental Biology majors complete a senior essay.

Students may substitute courses taught at Columbia (in the Departments of Biology, E3B, Earth and Environmental Sciences, or Statistics) or at other institutions with the prior approval of both major advisers. Students interested in Environmental Biology often choose to spend a semester abroad in the field. Courses completed in such programs may be accepted in fulfillment of some major requirements.

Students may also pursue an interdisciplinary program by electing a major in either Biology or Environmental Science and a minor in the other discipline, or by planning a double major. **There is no minor in Environmental Biology.**

REQUIREMENTS FOR THE MAJOR

1. Introductory Biology, Chemistry, and Environmental Science with laboratory:
BIOL BC 2001, 2002, 2003, 2004 *Introductory Biology*
EESC V 2100 and 2200 *Introductory Env Science*
CHEM BC 2001 and either 2002 or 3328 and 3230 *General/Organic Chemistry*
2. One lecture course in Ecology:
BIOL BC 3372 *Ecology*
3. One laboratory course in Ecology:
BIOL BC 3373 *Laboratory in Ecology*
4. One lecture course organismal biology chosen from the following:
BIOL BC 3240 *Plant Biology*
or BC 3250 *Invertebrate Zoology*
or BC 3260 *Vertebrate Evolution*
or BC 3320 *Microbiology*
5. One additional lecture course in Biology (*not* including those listed above under organismal biology).
6. One course in Environmental methodology:
EESC BC 3014 *Field Methods*
or BC 3016 *Environmental Measurements*
or BC 3025 *Hydrology*
7. One additional lecture course in Environmental Science.

8. One course in data handling:

BIOL BC 3386	<i>Research Design and Analysis</i>
or EESC BC 3017	<i>Environmental Data Analysis</i>

9. A senior essay completed in one of the following courses:

BIOL BC 3590	<i>Senior Seminar</i>
or BC 3591/3595	<i>Guided Research</i>
or EESC BC 3800x and 3801y	<i>Senior Research Seminar</i>

Note: Calculus, Physics, and a second year of Chemistry are recommended for students planning advanced study in Environmental Biology.

ENVIRONMENTAL SCIENCE

404 Altschul Hall

854-5618

www.barnard.edu/envsci

Professor: Stephanie Pfirman (Chair, Alena Wels Hirschorn '58 and Martin Hirschorn Professor of Environmental and Applied Sciences)

Associate Professor: Martin Stute

Assistant Professor: Brian Mailloux

Senior Lecturer: Peter Bower

Laboratory Directors: Diane Dittrick

Adjunct Professors: Mark Becker, Klaus Jacob, Yochanan Kushnir, Terryanne Maenza-Gmelch, Cynthia Rosenzweig, Timothy Kenna

Environmental Science provides a scientific basis for management of earth systems. It focuses on the interaction between human activities, resources, and the environment. As human population grows and technology advances, pressures on earth's natural systems are becoming increasingly intense and complex. Environmental Science is an exciting field where science is used to best serve society. The department offers two majors, Environmental Science and Environmental Policy. A third major, Environmental Biology, is offered in conjunction with the Department of Biological Sciences.

The curriculum recognizes the need for well-trained scientists to cope with balancing human requirements and environmental conservation. Majors acquire an understanding of earth systems by taking courses in the natural sciences, as well as courses investigating environmental stress. Students learn to critically evaluate the diverse information necessary for sound environmental analysis. Courses foster an interdisciplinary approach to environmental problem-solving.

Internships or some type of work or field experience are extremely valuable in preparing students for a career in Environmental Science. We strongly encourage students to consider an internship in the summer before the senior year because it may lay the foundation for the senior thesis.

Students wishing to go on to graduate school or careers in earth science and the physical sciences should take at least two semesters each of calculus, physics, and chemistry. Those interested in graduate school or careers in biological/chemical fields are recommended to take calculus as well as upper-level courses in biology and chemistry, and may wish to consider enrolling in an Environmental Biology major or minors in these fields. Students interested in pursuing further work in environmental policy, economics, environmental law, journalism, or teaching may consider majoring in Environmental Policy or pursuing a double major, a special major, or a major/minor combination in relevant fields.

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR

Part A. The following four courses with labs:

EESC	V 2100	<i>Earth's Environmental Systems: Climate</i>
EESC	V 2200	<i>Earth's Environmental Systems: Solid Earth</i>
CHEM	2001	<i>General Chemistry I</i>
BIOL	BC 2002	<i>Physiology, Ecology, and Evolutionary Biology</i>
BIOL	BC 2003	<i>Biodiversity Laboratory</i>

Part B. Two other courses in chemistry, physics, and/or biology (see department web site for a list of approved courses).

- Part C. Two courses in calculus, statistics, data analysis, and/or microeconomics (see department web site for a list of approved courses).
- Part D. Four courses in environmental science and decision-making (see department web site for a list of approved courses).
- Part E. A senior thesis completed by the following course sequences:
EESC BC 3800x-3801y *Senior Research Seminar*

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MINOR

Students wishing to minor in Environmental Science should have a plan approved by the Environmental Science Department chair. Five courses are required, including 2 laboratory science courses (such as EESC BC 1001, BC 1002, V 2100, V 2200, V 2300) and 3 electives that form a coherent program in conjunction with the student's major field. In some cases, courses in other sciences can be substituted with approval of the chair.

ENVIRONMENTAL POLICY

Advisers: Stephanie Pfirman (Environmental Science Department), Richard Pious (Political Science), Rajiv Sethi (Economics), Paige West (Anthropology)

Environmental Policy is a growing field at the intersection of science and society. Environmental Policy focuses on political institutions, societal processes, and individual choices that lead to environmental stress, as well as the impact of environmental stress on institutions, processes, and individuals, and the development of approaches to reduce environmental impact.

The Environmental Policy major is designed to equip students to play effective roles as citizens or career professionals who can actively engage in environmental decision-making and policy. Majors learn to analyze and evaluate environmental, political, and economic systems and public policies in the context of environmental concerns. The major begins with foundations in the natural sciences, social sciences, and quantitative analysis, followed by upper level electives in both the natural and social sciences. Student research at the junior level is required in Political Science or Anthropology, and at the senior level in Environmental Science. Many exciting opportunities for student research exist on this campus and in the greater metropolitan community. Majors have their primary affiliation with the Environmental Science Department (Stephanie Pfirman) and a second advisor chosen from Political Science (Dick Pious), Economics (Rajiv Sethi), or Anthropology (Paige West).

Environmental Policy graduates go on to a variety of careers, including national and international environmental policy, law, economics, journalism, business, public administration, government agencies, corporations, multilateral institutions, nongovernmental organizations, academia, and consulting firms. **There is no minor in Environmental Policy.**

REQUIREMENTS FOR THE ENVIRONMENTAL POLICY MAJOR

1. Natural Science Foundation (three courses with labs):

- EESC V 2100 *Earth's Environmental Systems: Climate with lab*
 CHEM BC 2001 *General Chemistry I with lab*
 BIOL BC 2002, 2003 *Physiology, Ecology, and Evolutionary Biology with Biodiversity Lab*
 BIOL W 2002, EESC V 2300, or Columbia SEE-U Summer Program

2. Second semester of one of the three natural science foundation courses, Biology, Chemistry, or Environmental Science (see department web site for a list of approved classes).

3. Quantitative Assessment (two courses):

EESC BC 3017 *Data Analysis*
 and either EESC BC 3016, EAEE E 4009, or EESC W 4050

4. Decision-making Foundation(three courses):

ECON BC1002 *Introduction to Economics*
 or ECON W1105 *Principles of Economics*
 POLS V 1601 *International Politics*
 ANTH V 3004 *Introduction to Environmental Anthropology*
 or ANTH V 1010 *Human Species—Place in Nature*

5. Natural Science Elective in an upper level course in natural science (see department web site for a list of approved classes).**6. Social Science Elective in an upper level course in social science (see department web site for a list of approved classes).****7. Junior research colloquium or other research experience in the social sciences or psychology (building on Decision-making Foundation and Social Science Elective) selected from the following:**

ANTH W 4022 *Political Ecology*
 or ANTH V 3973 *Environment & Development*
 or ANTH BC 3868 *Ethnographic Field Work*
 or POLS BC 3331 *Colloquium on American Political Decision-making*
 or POLS BC 3800 *Colloquium on International Political Economy*
 or POLS BC 3805 *International Organizations*

8. Senior Thesis

EESC BC 3800x and 3801y *Senior Research Seminar*

COURSES OF INSTRUCTION

For a complete, updated list of courses, consult the department or check the departmental web site at the beginning of the semester.

EESC BC 1001x, 1002y**Environmental Science I, II**

Autumn Term: A semester-long, integrated study of the Hudson River ecosystem with emphasis on the physical dynamics, chemistry and pollutant history, the structure and functioning of ecosystems, energy flow and nutrient cycling. Interdisciplinary analysis of endangered species and the law, the history of the river. Includes a reading of Robert Boyle's *The Hudson River: A Natural and Unnatural History* and Farley Mowat's *Never Cry Wolf*.

Spring Term: An interdisciplinary, integrated study of groundwater, radionuclides, toxics, and human health in the context of a semester-long, detailed exploration of a simulated brownfield and local community. Includes a reading of Jonathan Harr's *A Civil Action* and Rachel Carson's *Silent Spring*. —P. Bower

Prerequisites: Enrollment limited. BC 1001 required for BC 1002. Students must sign up for BC 1001 in 404 Altschul during the program-planning period of the previous spring.

Laboratory fee: \$30.

4.5 points. Lecture: MW 11:00–12:15. Laboratory: One session of 3 hours per week.

EESC V 2100x, y**Earth's Environmental Systems: Climate**

Formation of winds, storms, and ocean currents. Recent influence of human activity: global warming, and climate change. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —S. Pfirman, A. Gordon, Y. Kushnir

Prerequisites: High school algebra. *Recommended preparation:* High school chemistry and physics.

Enrollment limited.

4.5 points. *Lecture:* MW 11:00–12:15. *Laboratory:* One session of 3 hours per week.

EESC V 2200x**Earth's Environmental Systems: Solid Earth**

Plate tectonics: Origin and development of continents, ocean basins, mountain systems on land and sea. Earthquakes, landslides, volcanoes, diamonds, oil. Land-use planning for resource development and conservation. Laboratory exploration of topics through demonstrations, experimentation, computer data analysis, and modeling. —W. Menke, W. Ryan

Prerequisite: EESC V 2100, or facility with computers. *Enrollment limited.*

4.5 points. *Lecture:* MW 2:40–3:55 *Laboratory:* One session of 3 hours per week.

EESC V 2300y**Earth's Environmental Systems: The Life System**

Role of life in biogeochemical cycles, relationship of biodiversity and evolution to the physical earth, vulnerability of ecosystems to environmental change: causes and effects of extinctions through geologic time (dinosaurs and mammoths) and today. Exploration of topics through laboratories, demonstrations, computer data analysis, modeling, and field trips. —P. Olsen, K. Griffen

Enrollment limited.

4.5 points. *Lecture:* MW 2:40–3:55. *Laboratory:* One session of 3 hours per week.

EESC BC 3013y**Shorelines**

An interdisciplinary study of shoreline processes and the larger ecosystems of which they are a part. Problem-oriented, field-methods course providing hands-on experience with tools and observational methods in a variety of outdoor environments. Involves sampling and identification techniques for rocks and minerals, fossils, water, soil, flora, and fauna, the creation of a field collection. —P. Bower

Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.

3 points.

EESC BC 3014x**Field Methods in Environmental Science**

Problem-oriented, hands-on approach emphasizing the tools, techniques, and observational skills necessary for the understanding of forest ecology and deer management. Field and laboratory work as well as data analysis and interpretation. Field Methods utilizes the outdoor resources of the Hudson River Valley, especially the forest environment at Black Rock Forest, a 4,000-acre preserve near Cornwall, N.Y. —P. Bower

Enrollment limited; students must sign up in 404 Altschul during the program-planning period of the previous term. Four required field trips.

3 points.

EESC BC 3017**Environmental Data Analysis**

Acquisition, analysis, interpretation, and presentation of environmental data, assessment of spatial and temporal variability. Focus on air water quality issues. Uses existing and student-generated data sets. Basic principles of statistics and GIS, uses standard software packages including EXCEL and ArcGIS. —M. Stute

Prerequisite: One year of college science or EESC V 2100 or permission of the instructor.

3 points.

EESC BC 3021x**Forests and Environmental Change**

Exploration of forests in global change: historical and future perspectives. Resources, including biodiversity, medicinal/ethnobotany; conservation and management strategies; role in carbon cycle. —T. Maenza-Gmelch

Prerequisites: One year of college science or permission of the instructor. Alternate years.

4 points.

EESC BC 3025y**Hydrology**

Hands-on study and discussion of the basic physical principles of the water cycle (evaporation, condensation, precipitation, runoff, and subsurface flow), as well as environmentally relevant applications based on case studies. Special focus on the New York City area, the arid Southwest, and the developing world. Coverage of contemporary global issues related to water resources, including pollution control, sustainable development, and climate change. —M. Stute

Prerequisites: EESC V 2100, physics, or permission of the instructor. Includes a two-day field trip.

Alternate years.

3 points.

EESC BC3032y**Agricultural and Urban Land Use: Human-Environment Interactions**

Human transformation of the terrestrial environment since Paleolithic times. Physical process involved in human-environment interactions. Guidelines for sustainable development using present and past examples of environmental use and abuse. —C. Rosenzweig

Prerequisites: One year of college science or permission of the instructor. Alternate years.

4 points.

EESC BC 3033x**Waste Management**

Cradle-to-grave analysis of product and waste streams. Municipal solid waste, landfills, incineration, and recycling. Hazardous waste, sewage waste and sewage treatment, nuclear fuel cycle and nuclear wastes. Waste management solutions, public health, and environmental law. —P. Bower

Alternate years.

3 points.

EESC BC 3035y**Environmental Hazards and Disasters**

Understanding the complex interactions between nature and societies during disasters. Prediction and avoidance of catastrophic events that originate in natural and technologic systems. Response strategies to minimize damage before, during, and after events such as floods, hurricanes, and nuclear breakdowns by primary institutions and organizations on a national (U.S.) and international scale. Analysis of societal, economic, and engineered relief projects. —P. Bower, K. Jacob

3 points.

EESC BC 3040y**Environmental Law**

Process-oriented introduction to the law and its use in environmental policy and decision-making. Origins and structure of the U.S. legal system. Emphasis on litigation process and specific cases that elucidate the common law and toxic torts, environmental administrative law, and environmental regulation through application and testing of statutory law in the courts. Emphasis also on the development of legal literacy, research skills, and writing. —P. Bower, D. Neacsu

3 points. MW 1:10–2:25

EESC BC 3200x

Ecotoxicology

The study of anthropogenic contaminants within our natural environment and their subsequent effects on biological organisms. Effects to be examined: the molecular scale (biochemical pathways of metabolism and detoxification), the organismal scale (target organs, behavioral effects), and the ecosystem scale (species viability). Other topics: toxicity assays and beginning risk assessment. —TBA

Prerequisites: CHEM BC1601x, BIOL BC 2002x, or permission of the instructor. Alternate years.

3 points.

EESC BC 3800x, 3801y

Senior Research Seminar

Guided, independent, in-depth research culminating in the senior thesis in the spring. Includes discussions about scientific presentations and posters, data analysis, and library research methods. Students review work in progress and share results through oral and written reports. —Staff

Senior majors (juniors with permission of the instructor). Provides credit for the senior thesis.

3 points.

EESC BC 3999x, y

Independent Study

Advanced projects for students who have adequate backgrounds to work independently with guidance from a member of the faculty. —Staff

Permission of the chair required. Does not provide major credit. Variable points to a maximum of 6.

There are courses offered by other departments at Barnard and Columbia that are of special interest to students of Environmental Science. Students should consult the Barnard Environmental Science Department, the departmental web site, and check the Columbia Bulletin for more information.

FILM STUDIES

The program is supervised by the Barnard Committee on Film Studies:

English: Assistant Professors: Ross Hamilton, Monica Miller

French: Professor Serge Gavronsky

German: Associate Professor Erk Grimm

Italian: Associate Professor Nelson Moe

Anthropology: Assistant Professor Brian Larkin

Spanish: Flora Schiminovich

Visiting Professor: Larry Engel

Lecturers: David Mckenna, Marie Regan

Columbia Faculty: Annette Insdorf, Milena Jelinek, Richard Peña, Andrew Sarris, James Schamus, David Sterritt

Film was a dominant cultural medium of the twentieth century and a powerful historical force that shaped the period. Indeed it continues to reflect and form our present experience. The art links literature, visual culture, and music, and enters into a range of academic disciplines, including art history, economics, history, literature, psychology, sociology, and political science. The educational goal of the film major is to provide a solid grounding in the history and theory of film and its relation to other forms of art. Students are introduced to visual storytelling, film technology, and the economic and sociopolitical context of the film industry. The trajectory of the major moves from introductory-level courses (four are required), to intermediate-level (three are required), to advanced-level (including two labs and the senior seminar), plus two electives from the approved list. While the course of study is rooted in film history and theory, students take workshops in screenwriting and filmmaking and produce a script and a short film.

REQUIREMENTS FOR THE MAJOR – 12 COURSES

4 Introductory-level courses:

Introduction to the study and theory of film. A prerequisite for all further film classes, and open to first-year students. *Barnard students are expected to take the section offered at Barnard in the Fall term, ENGL BC 3140x.*

FILM W 3100	American Film History, 1930-60
FILM W 3200	Silent Screen
FILM W 3201	International Film History, 1930-60
or W 3202	International Film History 1960-90

3 Intermediate-level courses:

FILM R 4005	The Film Medium: Script Analysis
FILM W 3050	The Documentary Tradition
or W 4098	Film Theory I
FILM W 4145	Topics in World Cinema, or, with approval, appropriate substitutions from the list of elective courses below.

3 Advanced-level courses:

ENGL BC 3119x/y or FILM W 3005 ENGL BC3200	Screenwriting Laboratory in Writing for Film Production (substitutes for FILM W 3051: Laboratory in Nonfiction Filmmaking or W 3054: Laboratory in Fiction Film- making).
ENGL BC 3998y or FILM W 3840x	Senior Seminar/Film Senior Seminar in Film Studies

2 Film Electives (consult list below)

Elective Courses at Barnard for the Academic Year 2005–06 include:

ENG 3140.5y	Topics in Literature and Film: Memory and Forgetting
ENG 3140.6y	Topics in Literature and Film: the Western
ENG 3998.2y	Senior Seminar: Man in the Crowd/the Woman of the Streets
SPAN 3004y	The Films of Pedro Almodovar
SPAN 3131x	Civil War and Post War Spain: Reality through Film, History and Literature
SPAN 3142y	Film-Literature Relationships in Contemporary Latin American Literature
THTR 3143y	Drama and Film
WMST 3117y	Women and Film

Columbia Electives: Please consult the Columbia Catalogue.

For the most current offerings, check the Department website. (www.barnard.edu/film).

Related Courses: at least 3 courses in other departments to be chosen in consultation with the adviser.

There is no minor in film studies. There is no independent study in film studies.

FIRST-YEAR SEMINAR

332G Milbank Hall

854-3577

www.barnard.edu/fysem/

This program is supervised by the First-Year Seminar Committee:

Professor of Classics: Helene Foley

Professor of English: James Basker, Lisa Gordis (Director)

Professor of Political Science: Dennis Dalton

Professors of History: Rosalind N. Rosenberg, Herbert Sloan

Senior Lecturers in English: Patricia Denison, Margaret Vandenburg

Instruction in the First-Year Seminar Program is provided by the following regular members of the Barnard College faculty:

Professors: Andre Burgstaller (Economics), Mark Carnes (History), Dennis Dalton (Political Science), Lynn Garafola (Dance), Anne Higonnet (Art History), Natalie B. Kampen (Women's Studies), Keith Moxey (Art History), Catherine Nepomnyashchy (Slavic), Richard Pious (Political Science), Jeanne Poindexter (Biology), Rosalind N. Rosenberg (History)

Associate Professors: Taylor Carman (Philosophy), Alan Dye (Economics), Herbert Sloan (History), Erk Grimm (German), Larry Heuer (Psychology), Jennie Kassanoff (English), Joel Kaye (History), Rachel McDermott (Asian and Middle Eastern Cultures), Rajiv Sethi (Economics), Lesley Sharp (Anthropology)

Assistant Professors: Bashir Abu-Manneh (English), David Goldfarb (Slavic), Ross Hamilton (English), Sharon Harrison (Economics), Katalin Makkai (Philosophy), Monica Miller (English), Kristina Milnor (Classics), Carlos Riobo (Spanish/LA Culture), Michael Schuessler (Spanish/LA Culture), Rebecca Stanton (Slavic), Elizabeth Weinstock (English), Carl Wennerlind (History), Nancy Worman (Classics)

Lecturers and Other Faculty: Yaelle Azagury (French), James Crapotta (Spanish), Patricia Denison (English), Celia Deutsch (Religion), Hilary Link (Dean of Studies), Margaret Ellsberg (English), Mara Kashper (Slavic), John Pagano (English), Nancy Kline Piore (English), Laurie Postlewaite (French), Elizabeth Schmidt (English), Timea Szell (English), Margaret Vandenburg (English)

Purpose and Structure

Every Barnard first-year student is required to take a First-Year Seminar during her first or second semester at Barnard. The purposes of the First-Year Seminars are threefold:

1. To develop further the essential and prerequisite skills a student brings to Barnard in the critical reading and analysis of important texts, in effective speaking, and in writing well—this last especially.
2. To develop these skills within an intellectually challenging context where students and teacher alike, through a close examination of important and relevant texts, engage in an extended consideration of a theme central to human concerns and which goes beyond departmental boundaries.
3. To develop these skills and encounter this intellectual challenge in a small-class setting with instruction by a regular member of the Barnard faculty who has chosen to participate in the program. As such, First-Year Seminars should provide entering Barnard

students with an early sense of community.

Accordingly, all First-Year Seminars share a common structure:

- Each will meet twice a week in regularly scheduled class periods and earn 3 points.
- Each will have an enrollment of approximately 16 to 18 students.
- Reading assignments will consist of a maximum of six book-length assignments or their equivalent (about 2,000 pages).
- Writing assignments will consist of a minimum of an assignment every other week. These assignments will vary in character (e.g., an assigned topic; a selected topic; reworking a previous assignment; editing the work of others) and length.
- The regular grading practices of the College will be followed. Upon completion of the course, students will have an opportunity to evaluate their First-Year Seminar and to offer suggestions as to how it might be improved in subsequent offerings.

COURSES OF INSTRUCTION

The First-Year Seminar program consists of approximately 36 seminars, organized into three categories:

- I. Reinventing Literary History
 - A. The Legacy of the Mediterranean
 - B. The Americas
 - C. Women and Culture
 - D. Global Literature
- II. Reacting to the Past
- III. Special Topics

These categories identify thematic concerns or textual emphases common to more than one seminar, while reflecting varying levels of faculty collaboration that went into the development of the individual seminars. They are also intended to facilitate the process by which a student selects her seminar. (Procedures for selecting First-Year Seminars are described in the First-Year registration materials.)

What follows is a representative sample of seminars typically offered in one academic year; for the most up-to-date listing of courses, please visit www.barnard.edu/fysem which is the First-Year Seminar website.

I. Reinventing Literary History

Sections of Reinventing Literary History are grouped in three clusters: The Legacy of the Mediterranean, The Americas, Women and Culture. The first cluster features a curriculum of classic texts representing key intellectual moments that have shaped Western culture, as well as excursions to the opera, the theatre, and museums. Offering revisionist responses to the constraints of canonicity, the last two clusters feature curricula that explore the literary history of the Americas and the role of women in culture.

A. The Legacy of the Mediterranean: Reformation to Modernism

The course investigates key intellectual moments in the rich literary history that originated in classical Greece and Rome and continues to inspire some of the world's greatest masterpieces. A lecture series featuring distinguished Barnard and Columbia professors provides a general historical framework, leaving time in the seminars for close readings of individual texts. Trips to museums and the opera situate the works in an interdisciplinary context available only in New York City.

Legacy of the Mediterranean I (Autumn): Euripides, *The Bacchae*; the Homeric Hymn to Demeter; Homer, *Odyssey*; Vergil, *Aeneid*; Dante, *Inferno*; Chaucer, *The Canterbury Tales*; Margery Kempe, *The Book of Margery Kempe*; Shakespeare [selection depends on NYC theatre offerings]; Madame de Lafayette, *La Princesse de Cleves*.

FYSB BC 1168**The Legacy of the Mediterranean I**

—Patricia Denison, English

FYSB BC 1169**The Legacy of the Mediterranean I**

—Georgette Fleischer, English

FYSB BC 1170**Legacy of the Mediterranean I**

—Manya Steinkoler, English

Legacy of the Mediterranean II (Spring): Milton, *Paradise Lost*; Voltaire, *Candide*; Puccini, *La Boheme* [excursion to the Metropolitan Opera]; Mary Shelley, *Frankenstein*; Darwin, Marx, and Freud (selected essays); Joseph Conrad, *Heart of Darkness*; T. S. Eliot, *The Waste Land*; Virginia Woolf, *To the Lighthouse*; Zora Neale Hurston, *Their Eyes Were Watching God*.

FYSB BC 1174**Legacy of the Mediterranean II**

—TBA

B. The Americas

The course transcends the traditional and arbitrary distinction that separates North and South American literatures. The Americas emerge not as a passive colonial object but as an active historical and aesthetic agent. Emanating from what might be called the geographical site of modernity, American literature is characterized by unprecedented diversity and innovation. In addition to the classic American novels, short stories, and poetry, the following multicultural curriculum features genres ranging from creation myths and slave narratives to Gothicism and magic realism.

The Americas I: (Autumn): Garcilaso Inca de la Vega, *Royal Chronicles*; Amerigo Vespucci, *Mundus Novus*; Shakespeare, *The Tempest*; Sor Juana Ines de la Cruz (selected poetry); Catharine Maria Sedgwick, *Hope Leslie*; Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassau, the African, Written by Himself*; Herman Melville, “Benito Cereno”; William Apess, *A Son of the Forest*.

FYSB BC 1277**The Americas I**

—Elizabeth Schmidt, English

The Americas II (Spring): Nathaniel Hawthorne, *The Blithedale Romance*; Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*; José Martí, Walt Whitman, Emily Dickinson, Langston Hughes, Gwendolyn Bennett, and T. S. Eliot, selected poetry; Machado de Assis, *Dom Casmurro*; William Faulkner, Jorge Luis Borges, and Gabriel Garcia Marquez, selected stories.

FYSB BC 1271**The Americas II**

—Monica Miller, English

C. Women and Culture

Literary history often portrays women as peripheral characters, confining their power to the islands of classical witches and the attics of Romantic madwomen. This course offers a revisionist responses to such constraints of canonicity, especially as they pertain to the marginalization of female subjectivity in literature and culture. We will therefore explore a more diversified range of intellectual and experiential possibilities. The curriculum challenges traditional dichotomies—culture/nature, logos/pathos, mind/body—that cast gender as an essential attribute rather than a cultural construction.

Women and Culture I (Autumn): Aeschylus, *Oresteia*; the Homeric Hymn to Demeter; Ovid, *Metamorphoses*; Sei Shonagon, *The Pillow Book*; Marie de France, *Lais*; Chaucer, *The Canterbury Tales*; Sor Juana Ines de la Cruz, selected poetry; Shakespeare, *Cymbeline*; Aphra Behn, *Oroonoko*; and Lady Hyegyong, *The Memoirs of Lady Hyegyong*.

FYSB BC 1160

Women and Culture I

—Timea Szell, English

FYSB BC 1330

Women and Culture I

—Rebecca Stanton, Slavic

Women and Culture II (Spring): Milton, *Paradise Lost*; Madame de Lafayette, *The Princess de Cleves*; Mary Wollstonecraft, *A Vindication of the Rights of Woman*; Emily Bronte, *Wuthering Heights*; Emily Dickinson, selected poetry; Sigmund Freud, *Dora*; Virginia Woolf, *Mrs. Dalloway*; Gertrude Stein, *Doctor Faustus Lights the Lights*; Bessie Head, *When Rain Clouds Gather*.

FYSB BC 1329

Women and Culture II

—Kate Levin, English

D. Global Literature

This course examines the discourse and actuality of globalization, and its place in a longer history of cultural and sociopolitical phenomena in the West. It also relates globalization to the 'new world order', postmodernity, postmodernism, multiculturalism, and the rise of postcolonial theory in the 1990s. By looking at films, novels, political analysis, and cultural criticism, the course seeks to establish the contours and scope of globalization, and to assess its immense impact on global politics and culture today. Readings include: Noam Chomsky, *Deterring Democracy*; David Harvey, *The Condition of Postmodernity*; Martin Amis, *Money*; Brian Barry, *Culture and Equality: An Egalitarian Critique of Multiculturalism*; and Mike Davis, *Late Victorian Holocausts*.

FYSB BC 1570

Global Literature

—Bashir Abu-Manneh, English

II. Reacting to the Past

In these seminars, students are assigned specific roles that enable them to relive important intellectual debates in three separate historical moments. The class sessions are run by students and take the form of competitive “games.” Students with similar roles will commonly work together to enact their dramatic scenarios. Students completing the fall seminar will automatically be entitled (but not required) to take a continuation seminar, designed on the same principles, in the spring semester.

Each seminar will work with the following games: Game 1: A trial of Socrates, set in 5th-century Greece, with Plato’s *Republic* as the main evidentiary text; Game 2: A succession dispute between the Wan-li Emperor and his Confucian bureaucrats, set in 16th-century China, with the *Analects of Confucius* as the main text; Game 3: A trial of Puritan dissident Anne Hutchinson, set in 17th-century Massachusetts, with the Bible, Calvin’s *Institutes*, and the original trial testimony as the main texts.

Please visit www.barnard.edu/reacting for the most up-to-date information.

Fall 2005

FYSB BC 1601

Reacting to the Past

—Mark Carnes, History

FYSB BC 1602

Reacting to the Past

—Laurie Postlewait, French

FYSB BC 1603

Reacting to the Past

—Patricia Stokes, Psychology

Spring 2006

FYSB BC 1601

Reacting to the Past

—Mark Carnes, History

FYSB BC 1616

Reacting to the Past

—Andrew Schonebaum, Asian and Middle Eastern Studies

FYSB BC 1608

Reacting to the Past

—Kristina Milnor, Classics

III. Special Topics

FYSB BC 1166

The Art of Being Oneself

Transparency in writing is a creation. It conveys the sense that the writer is putting all of his or her cards on the table, that the voice is candid and reasonable, that the person writing is knowable in an essential respect. Although in recent decades such a prose style has not been especially cherished in literature, it has characterized works that endure and that survive translation. Great artists in whatever medium tend to write clearly, vividly, concisely, and memorably about such complicated subjects as aesthetics, technique, political identity, the workings of society, and the shadings of emotion that galvanize human action. This course will look at examples ranging across time, space, and literary medium: the essay, the lecture, the autobiography, the journal, the letter, and the short story. Readings will include *The Personal Essay* (anthology, edited by Phillip Lopate), *The Journals* (Eugène Delacroix), *Letters* (Wolfgang Amadeus Mozart), *Home and Exile* (Chinua Achebe), *Private Domain* (Paul Taylor), and *One Writers Beginnings* (Eudora Welty). The class will also consider pertinent music, dances, fiction, paintings, and films by or about the authors under discussion.

—Mindy Aloff, Dance

Fall 05

FYSB BC 1173

Poetic Paintings, Painted Poems

Reading classical and contemporary texts written in and about Italy, this seminar will examine paintings and other forms of visual art as a way of studying literature. We will read descriptions of visual art in literary texts and examine how these descriptions may change when the writer is an artist, a contemporary critic, or a viewer of the art centuries later. We will visit museums in New York to view art created in the same time periods as the texts we read. Throughout the semester, we will discuss what the art described tells us about a particular literary text, how the description may

differ if the art is real or fictional, the tools a writers uses to make the artistic descriptions come alive, and the influence of political, historical, and social climates on each text—in short, how visual art may or may not help us to understand literature.

—Hilary Link, Dean of Students

Spring 06

FYSB BC 1203

The Crisis of Authority

Governing authority can be defined as the relationship between ruler and ruled in which the framing of issues, the myths and narrative history of the state, and the reasoned elaboration of the government's decision are accepted by the citizens of subjects of the state. The crisis of authority occurs when this relationship is disrupted. In this seminar we will examine such crises in Ancient Greece, Renaissance Western Europe, Twentieth Century United State, and post-communist Eastern Europe, through the writings of such authors as Plato, Machiavelli, Milton, Mill, de Tocqueville, King, and Michnik.—Richard Pious, Political Science

Fall 05

FYSB BC 1228

Ethnicity and Social Transformation

Novels, memoirs, films, and fieldwork based on the American experience of immigration during the twentieth century. Readings will include works by Bernard Malamud, Philip Roth, Christina Garcia, Julia Alvarez, Fae Ng, Gish Jen, Langston Hughes, and Toni Morrison.

—Margaret Ellsberg, English

Fall 05

FYSB BC 1256

Chaos

A typical dictionary definition of the word chaos is "a state of utter confusion." However, the earliest examples of chaos depict it as emptiness; while modern mathematicians might define it as "a state of orderly disorder." In this course, we will study chaos as defined each of these ways. We will see applications of chaos in the social and physical sciences. We will find examples in literature, the arts and modern life. By the end of the semester, however, we will see these definitions and applications not as distinct, but as overlapping and intimately related. In fact, we will come to see that the theme of chaos permeates our very existence. —Sharon Harrison, Economics

Spring 06

FYSB BC 1275

A Revolution in Culture

At the turn of the eighteenth century British society found itself in the midst of numerous social revolutions, the result of which was the emergence of modern western society. Within the span of a few decades Britain experienced a consumer revolution, a political revolution, a financial revolution, and the completion of the scientific revolution. Contemporaries witnessed the birth of the novel and free speech journalism, the formation of a vibrant coffee-house culture, and performances of the first operas in London. This is also the moment when Britain began to mold a new Atlantic culture, which included a serious participation in the slave trade and imperialism. This course aims at comprehending the dynamics of social change through the example of Britain's revolutionary moment. We will imagine and conceptualize this new society and its emerging culture, in the process noting continuities with our own society, as well as important differences. We will study a wide variety of texts and artwork. We will read diaries of important figures such as Samuel Pepys, sample some of the authors of the first novels such as Daniel Defoe and Jonathan Swift, and examine some of the early newspapers such as the *Examiner* and the *Spectator*. We will consider John Locke's political philosophy, Mary Astell's feminism, John Law's monetary ideas, and Bernard Mandeville's defense of luxury consumption. We will also study John Gay's plays, Aphra Behn's writings, Christopher Wren's architecture, William Hogarth's paintings, and listen to some of Handel's compositions. —Carl Wennerlind, History

Spring 06

FYSB BC 1278**Special Topics: Economic Life and Human Character**

Which human virtues flourish, which decay in a society governed by the market mechanism? Through an examination of three novels and three works of social theory we seek to understand how, as it moves through successive generations of individual lives, modern capitalism both builds on unchanging aspirations and reshapes their expression in human character and action. Reading from Charles Dickens, Emile Durkheim, William Dean Howells, Sinclair Lewis, Karl Marx, R. H. Tawney, and Max Weber. —Andre Burgstaller, Economics
Fall 05

FYSB BC 1436**Family Historically and Cross-Culturally**

Family is a contested and ever-shifting terrain. Divorce, alternative lifestyles, globalization, shifting gender relations, and new reproductive technologies are some of the variables redefining families in contemporary America and elsewhere. Throughout history political and economic events reverberated in the domestic sphere, revising and redefining the norms and structures of marriage and family life. This seminar uses fiction, history, and social science literature to examine linkages between family form and economic, social, scientific, political and technological change. This course explores multiple constructions of family through fiction (Buchi Emecheta, *The Joys of Motherhood* and Chitra Banerjee Divakaruni, *Arranged Marriage*) and the social sciences: (Hilde L. Nelson, ed., *Feminism and Families*; Frances and Joseph Gies, *Marriage and the Family in the Middle Ages*). We will experience culture clash and accommodation by enacting a trial that explores Middle Eastern immigration, marriage and family norms, and Islam in contemporary America. —Maxine Weisgrau, Anthropology
Fall 05

FYSB BC 1447**Literature and Testimony in the Americas**

In this seminar we will consider various examples of testimonial narrative (letters of service, chronicles, histories) written by sixteenth-century European explorers, missionaries, humanists etc. and their contribution to the development of a unique narrative tradition in the Americas. After considering the works of such authors as Amerigo Vespucci, Hernan Cortis, Michel de Montaigne and Sor Juana Inis de la Cruz, we will trace their relationship to and influence upon a narrative known today as testimonial literature. Later works will include Paul Monette's *Borrowed Time* and Isabel Allende's *The House of Spirits*. In this way, the various manifestations of literature and testimony may be discussed in texts ranging in time and place from Columbus' "Letter to Luis de Sant Angel" (1492) up to and including a late twentieth-century chronicle of a death foretold by AIDS. —Michael Schuessler, Spanish
Fall 05

FYSB BC 1453**Einstein's Dreams and Time Machines**

The emphasis of the seminar will be on novels and plays that deal either directly, or even only tangentially, with scientific themes such as Einstein's Relativity, Quantum Theory, Reality and Objectivity, Technology and Machines, Entropy and Time, Consciousness. By discussing science as it appears in purely literary works, we will come to appreciate not only the scientific concepts but also the cultural ramifications of these ideas. The reading list reflects the importance of narrative both in formulating scientific questions and in interpreting their results for the individual and for society at large. Authors include, Alan Lightman, Isaac Asimov, Edgar Allan Poe, Rudyard Kipling, Martin Amis, Mary Shelley, Jose Saramago, Don DeLillo, David Auburn, Michael Frayn, Virginia Wolfe and Jeanette Winterson. —Janna Levin, Astronomy & Physics
Fall 05

Images of the Body: Race, Class, and Gender in the Arts

This seminar explores the ways that representations of the body in different artistic media are influenced by race, class, and gender. The goal is to encourage critical thinking about the body and how it is depicted in classical and contemporary literature, in film, dance performance, and the visual arts. The readings include Shakespeare's *Othello*, Sophocles' *Oedipus the King*, Walt Whitman's *Leaves of Grass*, Kate Chopin's *The Awakening*, Virginia Woolf's *A Room of One's Own*, Maxine Hong Kingston's *The Woman Warrior*, and Arundhati Roy's *The God of Small Things*, in addition to selections from critical texts. Class screenings include Martha Graham's *Night Journey*, Jose Limon's *The Moor's Pavane*, and Orson Welles' *Othello*. There will be at least one museum visit. —Lynn Garafola, Dance

Spring 06

FYSB BC 1566

Exploring the Poles

Experience the Arctic and Antarctic from the perspective of the early polar explorers: Nansen, Scott and Amundsen, Shackelton. Study the effect of extreme environmental conditions on expedition planning and implementation. Consider the relative importance of luck and skill in ultimate outcomes. Read classic works and journal accounts, including Nansen's "Farthest North," Lansing's "Endurance." Explore the dynamics of expeditions and the role of varying environmental conditions through role play. Use a web-based exploration tool to follow varying polar conditions during the expeditions and discuss emerging issues. Courseworks website.

—Stephanie Pfirman, Environmental, Science, & Robin Bell, Lamont-Doherty Research

Spring 06

FYSB BC 1569

Primitivism: The Lure of the Exotic

The fascination with exotic cultures has been a driving force in Western culture for thousands of years and it continues to fuel modern popular culture, tourism and even scholarship. In this class we will look at how writers, artists, anthropologists and filmmakers' images of "the primitive" from antiquity through the present, including Virgil, Shakespeare, Gauguin and Josephine Baker. We will explore how depictions that both celebrate and revile non-Western peoples expressed their creators' attitudes toward their own society and investigate the role of the primitive in the process of colonization and decolonization.—Elizabeth Hutchinson, Art History

Fall 05

FOREIGN AREA STUDIES

226 Milbank Hall

854-2059

This program is supervised by the Committee on Foreign Area Studies:

Asian and Middle Eastern Cultures: Rachel McDermott

French: Serge Gavronsky

History: Lisa Tiersten

Spanish: Alfred Mac Adam

Slavic: Catherine Nepomnyashchy

The purpose of Foreign Area Studies is to provide an introduction to the study of a foreign region of the world. Foreign Area Studies majors are encouraged to study abroad in the region of interest. The work is divided into three elements: language, a scholarly discipline, and a diversified approach to a region. The student who wishes to major may choose one of the regions listed below. The courses named under each region include only those most commonly elected. Other courses may be chosen upon approval of the project by an adviser.

REQUIREMENTS FOR THE MAJOR

A major in Foreign Area studies is open to qualified students whose applications are approved by the committee in charge. First-year students and sophomores anticipating such a major should consult their class advisers and the officer in charge by March 1 of the sophomore year.

The senior requirements vary according to the region studied. Majors should consult their advisers for details.

Africana Studies (*Adviser: TBA*) A student interested in Foreign Area Studies for the nations of Africa should major in Africana Studies. See page 63.

Asian and Middle Eastern Cultures (*Adviser: Rachel McDermott*). A student interested in Foreign Area Studies for any region of the Middle East, South Asia, or East Asia should major in Asian and Middle Eastern Cultures. See page 105.

European Studies (*Adviser: Deborah Valenze*)

Students may focus on one country or one region of Western Europe. Competence in the language of the region is expected. The major includes:

- A. A concentration consisting of five courses in an academic discipline in the Social Sciences chosen in consultation with the major adviser. A maximum of two of these courses that deal with European topics may be counted among the ten courses in the regional concentration (Part B).
- B. Ten courses focusing on a country or region to include:
 - Two courses in European History;
 - Two courses in the literature or cultural studies of one country in the original language;
 - Two semester senior projects under the direction of the program adviser or an adviser in the minor field;
 - Four courses outside the field of concentration dealing with the selected country or region.

The following list is only a sample selection of courses that may be applied to the major.

Anthropology V 3100

Anthropology of Urban Life

Anthropology V 3038	Ethnicity and Race
Art History V 3475, 3521	Art and Culture of the Northern Renaissance
	Seventeenth-Century Painting and Public Life in the Lowlands, 1580–1700
	Comparative Economic Systems
Economics BC 3041	Theoretical Foundation of Political Economy
History BC 1101, 1102	Introduction to European History (recommended as prerequisites for other history courses)
History BC 3321	Colonial Encounters: Europe and the culture of Empire
History BC 3323	European Women in the Age of Revolution
History BC 4360	London: From ‘Great Wen’ to World City
History BC 4368	History of the Senses
Political Science BC 3007	Modern Political Movements
Political Science BC 3013, 3014	Political Theory
Political Science V 3505	Introduction to Comparative Politics
Religion V 1101	Introduction to the Study of Western Religion
Religion V 3501	18th- and 19th-Century Religious Thought
Sociology V 3100	Introduction to Social Theory
French courses in Culture and Literature	See French, page 233.
German courses in Culture and Literature	See German, page 243.
Italian courses in Culture and Literature	See Italian, page 268.
Spanish courses in Culture and Literature	See Spanish, page 383.
French Studies (Adviser: Serge Gavronsky)	
German Studies (Adviser: Erk Grimm)	
Latin American Studies (Adviser: Alfred Mac Adam)	
See Department of Spanish and Latin American Cultures, page 383.	
Russian Regional Studies (Adviser: Catharine Nepomnyashchy). See Slavic, page 365.	
Spanish Studies (Adviser: Wadda Ríos-Font)	

FRENCH

320 Milbank Hall

Chair 854-5539

Faculty Assistant 854-8312

www.barnard.columbia.edu/french

Professors: Serge Gavronsky

Associate Professor: Peter T. Connor, Caroline Weber

Assistant Professor: Kaiama L. Glover

Senior Lecturers: Anne Boyman (Acting Chair), Laurie Postlewaite

Lecturer: Yaelle Azagury, Rachel Mesch, Brian O'Keeffe

Senior Associate: Isabelle Jouanneau-Fertig

Associate: Anne Catherine Dutoit

Courses in the French Department have a twofold objective: to perfect fluency in the written and spoken language, and to develop an understanding and appreciation of the literature and culture of France and French-speaking countries.

New students who have already given evidence of advanced training in French (Advanced Placement Examination with a score of 4 or 5; CEEB examinations with a score of 750) may automatically be exempted from the language requirement. All other new students who intend to satisfy their requirement in French will, depending upon their preparation, be placed immediately in the appropriate language course or be asked to take a placement test offered at the start of each semester (see College Calendar for exact dates). Those receiving a sufficiently high grade will be exempted from the language requirement. The others will be placed in French language courses according to their score. For additional information about language courses, students should consult the department chair.

Students who have satisfied the language requirement may immediately enroll in literature and culture courses (BC 3021, BC 3022, BC 3023, BC 3024); and advanced language courses (BC 3006–3019).

In cooperation with Columbia College, the department offers a program at Reid Hall in Paris open to majors and non-majors. See Study Abroad, page 46.

REQUIREMENTS FOR THE MAJOR

There are three majors available to prospective students in the department:

Language and Literature: This program emphasizes the language, culture, and literature of France and other French-speaking countries.

Translation and Literature: This program teaches students to translate from French into English and English into French, within a context of French culture and literature.

French and Francophone Studies: This program emphasizes the historical and contemporary interrelationship between France and the French-speaking world in their social, literary, and cultural aspects.

The requirements for each specific major are:

Language and Literature

11 courses are required for the major:

FREN BC 3021 or BC 3023 and BC 3022 or BC 3024

Three language courses chosen from FREN BC 3006–3019

Two literature courses chosen from BC 3029–3036 and three courses chosen from 3037–3069

One senior seminar numbered BC 3090.

Translation and Literature

11 courses are required for the major:

FREN BC 3021 or BC 3023 and BC 3022 or BC 3024

Four language courses chosen from FREN BC 3006–3019

Four literature courses chosen from the following: FREN BC 3029–BC 3079

One senior seminar numbered BC 3090.

French and Francophone Studies

11 courses are required for the major:

FREN V 3420 and FREN V 3421

Two language courses chosen from FREN BC 3006–BC 3019

Three courses selected from FREN BC 3029–3079

One course in Francophone literature

Two courses selected from other departments at BC or CU pertaining to the major and chosen in consultation with the adviser.

One senior seminar numbered BC 3090.

The student is expected to declare her option by the end of the junior year. Programs may include additional courses in French literature, culture, and language, or in other subjects which vary with the interest of the student. Certain courses in the French and Romance Philology Department at Columbia University may be substituted with the approval of the chair.

A student who elects French as part of a combined double or interdisciplinary major will establish her individualized program with the departments concerned. All combined or interdisciplinary majors require approval from the Committee on Petitions and Academic Standing.

REQUIREMENTS FOR THE MINOR

Seven courses are required for a minor:

FREN BC 3021 or BC 3023, and BC 3022 or BC 3024, or FREN V 3420 and V 3421

Two language courses chosen from: FREN BC 3006–BC 3019

Three literature and culture courses chosen from: FREN BC 3029–BC 3079

COURSES OF INSTRUCTION

Language Courses

For satisfactory completion of the language requirement, students receiving a grade of C– or lower will have to repeat the course.

FREN BC 1001x, 1002y

Elementary Full-Year Course

Basic elements of French grammar. Oral, writing, and reading skills. —Staff

Students may take either or both of these courses at Columbia.

4 points.

FREN BC 1102x

Review of Elementary French

Oral and written review of basic grammar and syntax. Readings in modern French and Francophone literature. —Staff

Course chair: I. Jouanneau-Fertig

Primarily for students who need further instruction to qualify for the intermediate course. Credit cannot be granted for both BC 1102 and BC 1002 (or its equivalent). Enrollment limited to 20 students per section.

3 points.

FREN BC 1203x, y

Intermediate I

Further development of oral and written communication skills. Readings in French and Francophone literature. —Staff

Course chair: L. Postlewait

Prerequisites: BC 1001x, BC 1002y, BC 1102x, C 1101–C1102, or an appropriate score on the placement test.

3 points.

FREN BC 1204x, y

Intermediate II

Advanced work in language skills. Readings in French and Francophone literature. —Staff

Course chair: A. Boyman

Prerequisite: BC 1203 or an appropriate score on the placement test.

3 points.

FREN BC 1205

Intermediate Oral French

Intensive oral work, vocabulary enrichment, discussions on prepared topics relating to contemporary France and the French-speaking world, oral presentations. (This course does not satisfy the language requirement.) —I. Jouanneau-Fertig

Limited to 15 students.

3 points.

FREN BC 3006

Composition and Conversation

Discussions on contemporary issues and oral presentations. Creative writing assignments designed to improve writing skills and vocabulary development. —I. Jouanneau-Fertig

Limited to 12 students

3 points.

FREN BC 3007

Commercial–Economic French

The socioeconomic language of contemporary French society. Practice of oral and written communications based on documents from the French press. Students who have completed the course may wish to take the Diplôme du Français des Affaires given by the Chambre de Commerce et d'Industrie de Paris. —I. Jouanneau-Fertig

Limited to 15 students.

3 points.

FREN BC 3011

History of the French Language

Transformation and evolution of the French languages from the early Middle Ages to the present are studied from a socio-historical perspective. Primary texts include literary, legal, political, scien-

tific, administrative, liturgical, and epistolary documents. Includes consideration of French outside of France and variations on the continent in the 20th century. —L. Postlewater
3 points.

FREN BC 3012**Advanced Composition and Grammar Review**

Systematic study of morphology, syntax, and idiomatic expressions. Weekly writing assignments.
—Staff

3 points. MWF 10:00–10:50

FREN BC 3014**Advanced Translation into English**

Translation of various styles of prose and poetry from French to English. —A. Boyman

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3015**Advanced Translation into French**

Specific techniques of translation will be studied and applied to various texts (prose, poetry, theatre) and contexts (advertisements, cartoons, song lyrics, subtitles) in order to increase awareness of linguistic resources and expressive possibilities. —Staff

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3016x**Advanced Conversation**

Oral presentations and discussions of French films aimed at increasing fluency, acquiring vocabulary, and perfecting pronunciation skills. —A. Boyman

Prerequisite: At least one French course after completion of the language requirement and permission of the instructor. Limited to 12 students.

3 points. MW 10:35–11:50

FREN BC 3017y**Rapid Reading and Translation**

Using selected texts from a variety of sources, the course aims at enhancing reading and comprehension skills through oral translation and discussions leading to increase competence in grammar, vocabulary, and pronunciation. —A. Boyman

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3018**Creative Writing**

Intensive writing workshop emphasizing new approaches to narrative prose and poetry.

Prerequisite: Satisfaction of the language requirement or the equivalent.

1 point.

FREN BC 3019**Advanced Phonetics**

A detailed study of all aspects of French pronunciation; theoretical linguistic concepts will be followed up with intensive oral drills. —A. Boyman

Prerequisite: Satisfaction of the language requirement or the equivalent. Limited to 12 students

3 points.

Literature Courses**FREN BC 3021****Major French Texts I**

Medieval, Renaissance, and Classical literature in their cultural context. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3022**Major French Texts II**

The Age of Enlightenment, Romanticism, Realism, and Symbolism. French BC 3021 may be taken for credit without completion of French BC 3022. —P. Connor

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3023**The Culture of France I**

An historical analysis of *mentalités* from the Middle Ages to the reign of Louis XIV through symbol, structure, and self-presentation. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3024**The Culture of France II**

Major cultural and institutional events in France from the 18th century to the present. Topics include the revolutionary tradition, left-right and secular-religious conflicts over the identity of France: its history, its mission, its people and policies. —S. Gavronsky

Prerequisite: Satisfaction of the language requirement or the equivalent.

3 points.

FREN BC 3028**Performance in France**

A sociohistorical survey of theatrical performance in France from the Middle Ages to the present. Course “texts” include liturgical drama, a variety of plays, ceremonies, sermons, cabaret and puppet theatre, as well as contemporary experimental performance. Discussion to include the politics and economics of French theatre in the broadest sense.—L. Postlewater

Prerequisite: Students must have completed the language requirement in French

3 points .

FREN BC 3029**Laughter in the Middle Ages and Renaissance**

Explores both the traditional comic forms of early French literature (farce, *sottie*, *fabliau*, burlesque, grotesque) and comedic elements of “serious” genres such as *chanson de geste*, saints’ lives, and romance. An investigation into the *mentalités* of the Middle Ages and Renaissance through an understanding of what made people laugh. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3030**Medieval Theatre**

Examines a variety of kinds of theatrical representations (liturgical drama, comic farce and “*sottie*,” court entertainments, pageants, religious mystery plays). —L. Postlewater

Lectures and readings will be in English; French majors do written work in French.

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3031**History, Literature and Culture of the Middle Ages**

Development and evolution of literary expression in France from the Crusades through the High Middle Ages. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3032

Women and Writing in Early Modern France

Examination of cultural and literary phenomena in 15th–17th century France, focusing on writings by and about women. —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3033

Literature of the French Renaissance and the Baroque

Experimentation and discovery in the arts, in science and technology, and in the understanding of the human experience. Explores how the works of French poets, *prosateurs*, and playwrights reflect both the vibrancy and splendor of the time, as well as the struggle of an era preoccupied with death and “rebirth.” —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3034

French Baroque and Classical Literature

An interdisciplinary exploration of the literature and culture of the “*Grand Siècle*.” —L. Postlewater

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3035

Eighteenth-Century French Fiction

Courses and discourses of the heroine in selected 18th-century novels. The rise of the harlot, the tribulations of the orphan, the fall of the noblewoman, and the revenge of the betrayed. Readings include: Prévost, *Manon Lescaut*; Marivaux, *La Vie de Marianne*; Diderot, *La Religieuse*; and Laclos, *Les Liaisons Dangereuses*. Transpositions of the 18th-century heroine in operas and films. —Staff

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points. Not offered in 2005–06.

FREN BC 3036

The Age of Enlightenment

The challenge of traditional ideas of government, religion, ethics, and aesthetics in 18th-century France. —Staff

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points.

FREN BC 3037

Nineteenth-Century French Poetry

Readings of poems by Lamartine, Hugo, Baudelaire, Rimbaud, and Mallarmé. Focuses on the turn from Romanticism to Modernism in the 19th century. —A. Boyman

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3038

The Nineteenth-Century French Novel

Evolution of the novel, aesthetics of Romanticism, Realism, Naturalism, and Symbolism. Particular attention is paid to the formal problems of narrative, the rhetoric of sentiment, *décadence*, and issues of sexual identity. —P. Connor

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points.

FREN BC 3039

Twentieth-Century French Theatre

Tradition and innovation in Modern Theatre, with special emphasis on the experimental spirit of successive avant-gardes. —Staff

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points.

FREN BC 3040**Twentieth-Century French Fiction**

Topics will include the theory of the gratuitous act, literature and the rise of Fascism, war and the literature of commitment, erotic violence. —P. Connor

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.

3 points.

FREN BC 3041**Twentieth-Century French Thought**

Thorough study of the major intellectual movements in France from Surrealism to post-structuralism. Particular attention given to theories of political commitment, sexuality and deconstruction. Readings include works by Breton, Senghor, Sartre, Lévi-Strauss, and Derrida.

—S. Gavronsky

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or the equivalent.

3 points.

FREN BC 3042**Twentieth-Century French and Francophone Poetry**

Analysis of some of the major poets in France and in Francophone countries emphasizing theories of the avant-garde and traditional interests in politics, race, and gender. Poets include Cendrars, Saint John Perse, Césaire, Depestre, Aragon, Risset, Albiach, Roubaud, and Tahar Ben Jelloun.

—S. Gavronsky

Prerequisite: FREN BC 3021, 3022, 3023, 3024, or the equivalent.

3 points.

FREN BC 3043**Twentieth-Century French Women Writers**

Writings by women will be analyzed in the changing philosophical and literary contexts of the 20th century. —A. Boyman

Prerequisite: Satisfaction of the language requirement and one advanced FREN course or permission of the instructor.

3 points.

FREN BC 3045**The Short Story in France**

Short prose fiction (contes, nouvelles, récits, textes) will be read in a literary as well as historical context and studied as ground for experimentation in the meaning of fiction. —Staff

Prerequisite: BC 3021, BC 3022, BC 3023, BC 3024, or permission of the instructor.

3 points.

FREN BC 3061**Marx in France**

Examines the persistence and transformation of the sign “Marx” in multiple aspects of 20th-century French thought. Areas covered will include ethics, aesthetics, history, philosophy, and ideologies as of Surrealism through Négritude, existentialism, structuralism and post-structuralism.

—S. Gavronsky

3 points.

FREN 3063**Topics in Theory and Literary Criticism: Critical Theory**

An introduction to the conceptual foundations of structuralism and post-structuralism. —A. Boyman

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3064

France on Film

Films on and of the period from the 1930s to the present, focusing on the interplay between history, ideology, and culture. —S. Gavronsky

Prerequisite: Satisfaction of the language requirement or permission of the instructor.

3 points.

FREN BC 3065

Surrealism in Painting and Film

Major surrealist paintings, films, and photographs. Included are works by Breton, Desnos, Buñuel, Clair, Fini, Ernst, Dalí, Magritte, Man Ray, Molinier, Tanning, and Artaud. Critical texts by Sade, Freud, Breton, Bataille, Bellmer, Desnos, and others. —S. Gavronsky

3 points.

FREN BC 3066

North African Francophone Literature

Exploration of Maghreb literature in the aftermath of colonialism. Analyzes the quest for new identity after the departure of colonial powers, attitudes towards the West and modernity, the status of women, sexuality, fiction and its dealings with social and political upheavals, and immigrant literature in the West.[In French] —Y. Azagury

Prerequisite: Satisfaction of language requirement or equivalent

3 points.

FREN BC 3067

Workshop on Modern France: Les Intellectuels

Definitions and roles of the “intellectual” in the 19th- and early 20th-century France. Examines theories of individualism; the rise of sociology and its view of religion; the conflict of rationalism/irrationalism at the turn of the century; intellectual political participation in the 30s; and the status of ethnography. —C. Frank

3 points.

FREN BC 3070

Négritude

Analysis of the theoretical and literary precursors of négritude; major figures of the movement; relations with the Harlem Renaissance; and the formulation of creolity by contemporary Caribbean writers and thinkers. Authors will include Gobineau, Maran, Price-Mars, Hughes, McKay, Césaire, Senghor, Damas, Fanon, Sartre, Glissant, and Chamoiseau. —S. Gavronsky

Taught in French.

3 points.

FREN BC 3071

Blacks, Jews, and Arabs in Modern France

From négritude to World War II anti-semitism, to contemporary French reactions to North African immigration. —S. Gavronsky

3 points.

FREN BC 3072

Major Literary Works of the French Speaking World

An introduction to major works of fiction from the French-speaking countries of the Caribbean, West Africa, North Africa and “Indochina.” Considers some of the principal authors of these regions, and examines the socio-political, historical, and aesthetic considerations that have influenced Francophone literary production in the twentieth century. —K. Glover

Prerequisite: Completion of language requirement in French or equivalent.

3 points.

FREN BC 3073**Africa in Cinema**

Representations of African culture by filmmakers from various cultural backgrounds. Social and ideological positions and the demands of exoticism. The constructions of the African as “other” and the responses they have elicited from Africa’s cinéastes. —K. Glover

3 points.

FREN BC 3074**Women in Francophone Africa: Historical and Cultural Perspectives**

Emphasizes cultural and historical representation of Francophone women by both women and men. Works will include novels, films, and poems, by authors such as Sembène Ousmane, Mariama Bâ, Amadou Kourouma, Camara Laye, Calixthe Beyala. —K. Glover

3 points.

FREN BC 3075**Major African Texts: Orality and *Écriture***

Writing from the different parts of the continent. Focus on self-identity and the African experience as conveyed in a variety of genres: poetry, drama, the novel, and film. —K. Glover

3 points.

FREN BC 3076**Jews in the Maghreb**

A historical, religious, cultural, and literary presentation of the Jewish experience in the Maghreb. —Y. Azagury

3 points.

FREN V 3420**Introduction to French and Francophone Studies I**

Conceptions of culture and civilization in France from the Enlightenment to the Exposition Coloniale of 1931. Emphasis on the issue of universalism versus relativism and the ideological foundations of French colonialism. Authors and texts will include selections from the *Encyclopédie*, the *Déclaration des droits de l’homme et du citoyen*, the *Code Napoléon*, Diderot, Chateaubriand, de Tocqueville, Drumont. —M. Dobie

Satisfaction of French language requirement.

3 points.

FREN V 3421**Introduction to French and Francophone Studies II**

Universalism vs. exceptionalism, tradition vs. modernity, integration and exclusion, racial, gender, regional and national identities will be considered in this introduction to the contemporary French-speaking world in Europe, the Americas and Africa. Authors include Aimé Césaire, Léopold Senghor, Frantz Fanon, Maryse Condé. —K. Glover

Satisfaction of French language requirement.

3 points.

Senior Seminar**FREN BC 3090****Senior Essay**

—Instructor TBA

4 points.

Study in Paris

Columbia University in Paris
203 Lewisohn Hall. 854-2559

www.ce.columbia.edu/paris

Reid Hall, at 4, Rue de Chevreuse, in Montparnasse, is the Paris campus for Barnard College and Columbia University programs. The programs are open to students with majors in all fields. To

assure validation of credits, students should work closely with their major advisers. Students should consult the web site about course offerings, which are subject to change.

Students may study at Reid Hall for one term (Autumn, Spring, or Summer) or for an entire academic year. Students in the Autumn programs may stay on for the Spring. Participation in the programs (except during the Summer) requires a full-time commitment to four courses totaling at least 12 points. Students may enroll in a fifth course with the permission of the Director of Studies. All students should discuss their proposed program with their home college adviser and Dean of Studies prior to departure.

Autumn Programs

1. *The Intensive French Language and Civilization Program*. Open to students with two years of college-level French or the equivalent.
2. *The French Studies in the Humanities and Social Sciences Program*. Open to students with three years of college-level French or the equivalent. The third-year courses may be in literature, culture, grammar, composition, or conversation. Students may take up to two of their courses in the French university system.
3. *The Art History Program*. Open to students in good standing who have completed two years of college French or the equivalent and one introductory art history course with grades of B or better.
4. *The Supervised Research Program*. Open to students with three years of college-level French or the equivalent with grades of A– or better. Students may take up to three courses in the French university system and in addition must complete a *mémoire*, a research paper of publishable quality of at least 30 pages in length.

Spring Programs

1. *The Intensive French Language and Civilization Program*
2. *The French Studies in the Humanities and Social Sciences Program*
3. *The Supervised Research Program*
4. *Political Science Program*. Open to students with three years of college-level French or the equivalent and a strong background in the social sciences.

Academic-Year Programs

1. Students in the above-mentioned Autumn programs may stay on for the Spring. A variety of program options are available and are included in the descriptions of the Autumn programs.
2. *The Academic-Year Program*. Open to students who have completed three years of college French with distinction. Students study at Reid Hall and in the French university system and write a thesis.

Summer Programs

The Columbia University Summer Session regularly offers courses at Reid Hall. A six-week summer term, in operation during June and July, is open to Columbia University and Barnard College students, qualified students from other institutions, and persons without current academic affiliation. All courses are offered for academic credit. The program offers grammar and composition, conversation, phonetics, art history, and literature. The program assists students in locating housing, including dormitory facilities in the Cité Universitaire.

GERMAN

320 Milbank Hall

854-8312

www.barnard.edu/german

Associate Professor: Erk Grimm (Chair)

Senior Associate: Irene Motyl (Language Coordinator)

Other officers of the University offering courses in German:

Professors: Mark Anderson (Chair); Andreas Huyssen; Harro Mueller; Dorothea von Mücke

Assistant Professors: Stefan Andriopoulos ; Kelly Barry; Michael Eskin

Senior Lecturers: Richard Korb

Lecturers: Jutta Schmiers-Heller

Courses in Dutch, Finnish, Swedish, and Yiddish are offered by the Department of Germanic Languages. For information contact 319 Hamilton Hall

Courses in German are designed to develop proficiency in language skills and to present the traditions as well as the current developments in the literature and culture of the German-speaking countries: Austria, Germany, and Switzerland.

The language requirement in German is fulfilled by the completion of V 1202 *Intermediate Course II*. Entering students with a previous knowledge of German will be placed in the appropriate course on the basis of their CEEB scores or in accordance with their achievements on a placement test taken prior to registration.

Three levels of language instruction are offered with an equal emphasis on reading, writing, oral comprehension, and speaking. The *Elementary Full-Year Course*, German V 1101–V 1102, includes CD-ROMs that the students will use to supplement their five classroom contact hours. In the *Intermediate Course I and II*, German V 1201 and V 1202, students work with a broad range of sources, such as newspapers, journals, statistical data, historical texts, literature, etc. These texts help build a foundation in the culture of German speaking countries and at the same time enhance the complexity and accuracy of language use. The content is presented through a wide array of media, such as the Internet, music, film, and art. German V 3001, 3002 *Advanced German* provides opportunity for intensive practice in speaking and writing German. These courses may be taken in reverse sequence. They are recommended as complementary companion courses to lecture/reading-oriented courses.

Satisfactory completion of or exemption from V 1202 is required for enrollment in any of the advanced courses; the sequences in which these should be taken will be determined in consultation with the department.

The following programs are available to prospective students in the German department.

THE MAJOR IN GERMAN LANGUAGE AND LITERATURE

The courses comprising this program are all taught in German with the twofold objective of combining the study of significant works, literary trends, and cultural manifestations with advanced practice in the use of German as a medium of everyday and intellectual communication.

Requirements: 10 courses

GERM V 3001–3002	<i>Advanced German Conversation and Composition</i> (3 pts. each)
GERM W 3333x	<i>Introduction to German Literature</i>
GERM BC 3061y	<i>Seminar</i>

Five one-term advanced literature courses chosen from GERM BC 3027–3050 or their Columbia equivalent GER W 3443–3675.

A third advanced language course may be substituted for one advanced literature course.

GERM BC 3062x or y *Senior Essay*

A half-hour oral exit examination is required.

THE MAJOR IN GERMAN STUDIES

This major combines a study of literature with other aspects of German culture and civilization by choosing courses from the social sciences such as history, political science, and economics, and from other humanities dealing with the German-speaking regions of Europe.

The department will assist and advise students interested in studying in Germany, Austria, or Switzerland. It should be noted that Barnard College is a member of the Berlin Consortium for German Studies and strongly encourages those students wishing to study abroad to do so through this program administered by Columbia University and conducted in association with the Freie Universität Berlin.

Requirements: 14 courses

Two or three of the following language courses or their equivalent:

GERM V 3001–3002, GERM BC 3009, GERM BC 3010

Four or five one-term Advanced Literature and Culture courses numbered:

GERM BC 3011–3061 (or their Columbia equivalent)

One GERM BC 3062x or y *Senior Essay**

Six one-term courses in the Social Sciences and Humanities that relate to the German-speaking countries of Europe and define a special field of interest (to be chosen in consultation with the major adviser). Two courses dealing with German history are strongly recommended.

*The major adviser in the German department will work with a second reader in another field if the thesis topic should require it.

A half-hour oral exit examination is required.

THE COMBINED MAJOR: GERMAN AND ANOTHER FIELD

Requirements: 14 courses

Seven courses in each department, including a seminar in one of the departments and a senior essay on a topic bridging both fields.

A student who selects a combined major will establish her special program in consultation with the departments concerned.

THE MINOR IN GERMAN

Requirements: 5 courses

Advanced language courses from GERM V 3001–02 and GERM W 3333.

A minimum of three additional advanced literature courses from GERM BC 3011–3061 or their Columbia equivalent.

COURSES OF INSTRUCTION

Language Courses

GERM V 1101x, y

Elementary Full-Year Course I

Fundamentals of German grammar, comprehension of the spoken language, reading, writing, and speaking. Intensive aural-oral practice. —I. Motyl and staff

No credit is given for V 1101x unless V 1102y has been satisfactorily completed.

4 points.

GERM V 1102x, y

Elementary Course II

Similar to Elementary Course I, but different course material. —I. Motyl and staff

No credit is given for V 1101 unless V 1102 has been satisfactorily completed.

4 points.

GERM V 1120

Accelerated Elementary I, II

Accelerated language study as preparation for Study Abroad in Berlin. —R. Korb

8 points.

GERM V 1201x, y

Intermediate Course I

Complete grammar review through regular exercises. Wide range of texts are used for close and rapid reading and writing exercises. Practice in conversation aims at enlarging the vocabulary necessary for daily communication. —I. Motyl and staff

Prerequisite: V 1102 or the equivalent.

4 points.

GERM V 1202x, y

Intermediate Course II

Language study based on texts concerning culture and literature. Assignments include compositions in German and exercises of grammatical forms, both related to the texts. Class discussions in German provide oral and aural practice. —Staff

Prerequisite: V 1201 or the equivalent.

4 points.

GERM V 1220

Accelerated Intermediate I, II

Accelerated language study as preparation for Study Abroad in Berlin. —I. Motyl

8 points.

GERM V 3001x, 3002y

Advanced German: Berlin and Vienna

Intensive practice in oral and written German. Discussions, oral reports, and weekly written assignments, based on material of topical and stylistic variety taken from the German press and from literary sources. Courses may be taken in reverse sequence. —R. Korb and I. Motyl

2 points. Sec. 1

3 points. Sec. 2

GERM BC 3009x

News and Views: Reception, Reporting, and Video Production

Advanced students practice and perfect their speaking, writing, and comprehension skills by viewing and analyzing German-language TV broadcasts—news and documentaries—and by researching, writing, producing, and filming their own video programs.

3 points. Not offered in 2005–06.

GERM 3010

Current Issues: Media and Politics in Germany and Austria

Advanced students improve language skills through exploration of political, cultural and intellectual debates and self perceptions in Germany and Austria. Discussion and analysis of print media, Internet, film and T.V.

Prerequisite: V 1202 or equivalent.

3 points. Not offered in 2005–06.

GERM W 1120x

Preparation for Intermediate German

—Staff

4 points.

GERM W 1521x, y

Intermediate Conversation I

—Staff

2 points.

GERM W 1522x, y

Intermediate Conversation II

—Staff

2 points.

GERM F 1113x, y

Reading I

—Staff

2 points.

GERM W 1114x, y

Reading II

—Staff

2 points.

GERM W 1220x

Intermediate Course: Berlin

Accelerated language study as preparation for Study Abroad in Berlin. —Staff

4 points.

GERM W 4090y

German for International and Public Affairs

—Staff

3 points.

Literature Courses

The literature courses listed below are conducted in German.

GERM BC 3011x

Introduction to German Literature and Civilization

German literature in a historical-cultural context from the late 18th to the 20th centuries. Selected readings from Lessing to Handke. —Staff

Prerequisite: V 1202 or the equivalent.

3 points.

GERM BC 3027y

Modern German Literature and Culture: 1900–1945

Prerequisite: V 1202 or the equivalent.

3 points.

GERM BC 3028y**Contemporary German Prose Fiction**

Study of short prose texts and recent literary developments. Discussions of aspects such as: memory and Germany identity; fantasy and story telling; borderlands and Berlin in contemporary literature. Readings include works by major writers and younger generation, from Grass and Christa Wolf to Biller, Honigmann, Johnson, Schneider, and Sebald.

Prerequisite: V 1202 or the equivalent.

3 points. Not offered in 2005–06.

GERM BC 3029**Literature and the “Uncanny”**

Study of the “uncanny” as a literary, psychological, and mythological motif focusing on phenomena such as ghosts, doubles, and automatons. Particular attention to the threatening sources of the “uncanny”; its impact on narrative structures; its effects on the reader; and its relation to memory and notions such as “shock” and “terror.” —Staff

Prerequisite: V 1202 or the equivalent.

3 points. Not offered in 2005–06.

GERM BC 3031y**Major German Poets**

Survey of major poets in the German language from classicism to modernism and postmodernism, paying attention to the transition from traditional verse to avant garde forms. Readings from Hölderlin, Heine, Rilke, Celan, Kaschnitz. Relevant areas of literary theory will be included. —Staff

Prerequisite: V 1202 or the equivalent.

3 points.

GERM BC 3049x**Romantic Art and Literature**

An examination of the interrelationship of literature, philosophy, art, and criticism in key works of this influential movement. Particular attention will be paid to questions of fantasy and reality, liberation and restoration. Texts by Brentano, Tieck, Günderode, E.T.A. Hoffmann, Eichendorff, Heine, Bettina v. Arnim as well as images by Runge and C.D. Friedrich. —E. Grimm

3 points.

GERM BC 3050y**German Migrant Literature**

Examination of migration and the nomadic experience in the 19th and 20th centuries. Emphasis on the comprehension and construction of the “other” culture by travelers and migrants in fictional texts; and on questions of orientalism, colonialism, and multiculturalism. Texts by Chamisso, Hegel, Heine, Seghers, Th. Mann, Ören, Atabay, Deleuze, Said, and Taylor. —E. Grimm

Prerequisite: V 1202, Sophomore standing or the equivalent or permission of instructor.

3 points.

GERM BC 3061**Media, Masses, Modernity: 20th Century German Literature and the Media**

Close analysis of the interrelation between literature and information technologies from the late 19th century to the present day. Emphasis on the discussion of ethical and aesthetic issues. Texts by Mann, Keun, Brecht, Chomsky, Virilio, and Baudrillard. Films by Lang, Trotta, and Wenders. —E. Grimm

Prerequisite: V 1202 or the equivalent.

4 points.

GERM BC 3062y**Senior Essay: Literature or German Studies**

Supervised research into German literatures and cultures culminating in a critical paper. —E. Grimm
Open to senior majors. Permission of the instructor required.

3 points. Regular consultations with the instructor at hours to be arranged.

GERM BC 3057

Close-ups: German Literature and Photography

Discusses the profound influence of photography on modern literature and intellectual debates in the 20th century. Emphasis on creative and critical responses to documentary and aesthetic traditions of this visual medium. Foci are photographic evidence, montage, memory, sensationalism.

Authors/Photographers: Benjamin, Rilke, Th. Mann, Tucholsky, Chr. Wolf, Sebald; Sanders, Blossfeldt.—E. Grimm

3 points.

GERM W 3220x

Berlin: Past and Present

—R. Korb

3 points.

GERM BC 3233y

From Decadence to Dada

An examination of the transition from Viennese Modernism to Expressionism and Dada. Topics include the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salome. Film and montage by Richter, Höch, and Hausmann. —E. Grimm

The same course as BC 3232 (in English), with weekly discussion sections for majors.

4 points.

GERM W 3333x

Introduction to German Literature

—D. v. Mücke

3 points.

GERM W 3334y

Introduction to Contemporary German Culture

3 points. *Not offered in 2005–06.*

GERM W 3442y

Survey of German Literature: 18th Century

—S. Andriopoulos

3 points.

GERM W 3443x

Survey of German Literature: 19th Century

—K. Barry

3 points.

GERM W 3444y

Survey of German Literature: 20th Century

—K. Barry

3 points.

GERM W 3445x

Survey of Postwar German Literature

—M. Eskin

3 points.

GERM W 3720

Philosophies of Art and History

—D. VonMücke

3 points.

GERM C 3991

Senior Seminar

—S. Andriopoulos

4 points.

GERM W 4125x
Drama of the French Revolution

—H. Müller
 3 points.

GERM W 4265
Jews in German Culture

—M. Anderson
 3 points.

GERM W 4515y
Women in German Literature

—K. Barry
 3 points.

GERM W 4639x
Theories of Modernity

—H. Müller
 3 points.

Courses Given in English

GERM BC 3201y
Introduction to German Culture and Thought: Problems and Perspectives

An interdisciplinary inquiry into seminal literary, artistic, social, political, and intellectual movements in the history of German culture and thought. Short texts by Adorno, Fichte, Freud, Goethe, Grimm, Hoffmann, Kafka, Kant, Kleist, Marx, Mendelssohn, Nietzsche, Wolf, and others. Guest lectures on German film, music, and painting. —Staff
 3 points.

GERM BC 3215x
From Text to Screen: German Literature and Film

A survey of screen adaptations of literary texts beginning with Weimar cinema and proceeding through to the present with a particular focus on cinematic modes of narration, spectatorship, and visual pleasure, as well as on the role of institutional frameworks. Readings in neo-Marxist, psychoanalytic and semiotic film theory. Texts by Wedekind, Fontane, H. Mann, and Musil and films by Pabst, Fassbinder, Wenders, and Trotta. —E. Grimm
Prerequisite: Sophomore standing or the equivalent or permission of instructor.
 3 points. [In English, extra sessions for German majors.]

GERM BC 3220y
Franz Kafka

3 points. Not offered in 2005–06.

GERM BC 3232y
From Decadence to Dada

An examination of the transition from Viennese Modernism to Expressionism and Dada. Topics include: the emergence of the modern psyche, the play of word and image, and the relationship between ecstatic experience and social unrest. Texts by Schnitzler, Hofmannsthal, Döblin, Kafka, Freud, and Salomé. Film and montage by Richter, Hoeh, and Hausmann. —E. Grimm
 3 points.

GERM W 3510y
Weimar Cinema

—S. Andriopoulos
 3 points.

GERM W 3515

New German Cinema

—Instructor TBA

3 points.

GERM W 3620y

German Exile and Resistance in the United States

—M. Anderson

3 points. *Not offered in 2005–06.*

GERM W 3665

Kafka and Modernism

—M. Anderson

4 points. *Not offered in 2005–06.*

GERM W 3670x

Marx, Nietzsche, and Freud

—M. Eskin

3 points.

GERM W 3675y

German Literature in a World Context

—M. Eskin

3 points.

GERM W 3700x

Introduction to German Intellectual History

—M. Eskin

3 points.

GERM W 4237y

The Culture of Memory

—A. Huyssen

3 points.

GERM W 4265x

Divided Selves: Jews in German Culture

—M. Anderson

3 points.

Study in Berlin

Berlin Consortium for German Studies

303 Lewisohn Hall. 854-2559

berlin@columbia.edu

World Wide Web: www.columbia.edu/cu/ssp/berlin

Barnard College and Columbia University, in collaboration with John Hopkins University, Princeton University, the University of Chicago, the University of Pennsylvania, and Yale University, offer a program based at the Free University Berlin for students interested in German studies, whether literature, history, philosophy, or political science. Instruction is in German, and students with majors in all fields who have completed two, or preferably three or more, years of college German (or the equivalent) and who have a 3.0 GPA may apply. To assure validation of credits, students should work closely with their major advisers. Students may study in Berlin for an entire academic year or for the Spring semester only (Autumn only is not available). All students should discuss their proposed programs with their home college advisers and the Dean of Students prior to departure. A bulletin with more complete information about all aspects of the program and an application form are available in the Berlin Consortium Office.

Academic-Year Program

Application deadline: March 1

Spring Program

Application deadline: October 15

Courses Offered at the Berlin Consortium for German Studies

Consult the *Berlin Consortium Bulletin* for a complete listing of courses available at the Free University Berlin. See sample below:

German I 3335–I 3336x and y

The German Language Practicum (3rd year)

Prerequisite: GERM W 1201–W 1202 or the equivalent. *The equivalent of GERM W 3335x–W3336y.*
6 points.

German I 4335–I 4336x and y

The German Language Practicum (Advanced Level)

Prerequisite: GERM W 3335–W3336 or the equivalent.
6 points.

German Studies I 3991x–I 3992y

Selected Topics in German Studies

x: Readings in the Cultural History of Berlin: Enlightenment to Modernism (1750–1914)

y: The Drama of Bertolt Brecht and the Theatre of Berlin During the Weimar Republic and Following World War II

3 points.

German Studies I 3997x–I 3998y

Supervised Study in the German University System

9–15 points.

German Studies I 3999x and y

Supervised Tutorial/Research in the German University

3–6 points.

HISTORY

415 Lehman Hall

854-2159

www.barnard.edu/history

Professors: Mark C. Carnes (Ann Whitney Olin Professor), Joel Kaye, Dorothy Ko, Robert A. McCaughey (Professor of History and Janet H. Robb Chair in the Social Sciences), Jose Moya, Rosalind N. Rosenberg (Ann Whitney Olin Professor), Herb Sloan (Ann Whitney Olin Professor), Deborah Valenze (Chair), Nancy Woloch (Adjunct)

Associate Professors: Lisa Tiersten

Assistant Professors: Deborah Cohen, Owen Gutfreund, Nara Milanich, Anupama Rao, Thaddeus Russell, Carl Wennerlind

Other officers of the University offering courses in History:

Professors: Roger S. Bagnall, Janaki Bakhle, Volker Berghahn, Richard Billows, Elizabeth Blackmar, Casey Blake, Alan Brinkley, Richard Bulliet, Caroline Bynum, Nicholas Dirks, Barbara Fields, Eric Foner, Carol Gluck, Arthur Goren, Victoria de Grazia, Mark Von Hagen, William V. Harris, Martha Howell, Robert Hymes, Kenneth Jackson, Ira Katznelson, Alice Kessler-Harris, Herbert S. Klein, William Leach, Edward Malefakis, Manning Marable, Mark Mazower, Susan Pedersen, Eugene Rice, David Rosner, David J. Rothman, Simon Schama, J.W. Smit, Henry Smith, Robert Somerville, Michael Stanislawski, Nancy Leys Stepan, Fritz Stern, Marc Van De Mierop, Mark von Hagen, Isser Woloch, Richard Wortman, Marcia Wright, Yosef H. Yerushalmi, Madeleine Zelin

Associate Professors: Matthew Connelly, Ronald Grele, Winston James, Anders Stephanson

Assistant Professors: Bradley Abrams, Charles Armstrong, Ellen Baker, Jennifer Greenfield, Matthew Jones, Adam Kosto, Gregory Mann, Adam McKeown, Samuel Moyn, Samuel Roberts, Pablo Piccato

History, which includes the whole of human experience, helps us understand ourselves in the context of our own times and traditions through the study of times and traditions different from our own. It provides perspective on the present through examination of change and continuity in the development of our political, economic, social, religious, and cultural ideas and institutions. History means not only the record of the past but also the discipline of investigation and interpretation of the past. There is no one way of doing history, but doing history necessarily involves the collection and evaluation of various types of evidence—quantitative as well as qualitative—from primary sources. The study of history, which develops habits of critical thinking and effective writing, should be of value not only to undergraduates who intend to pursue advanced degrees in the field, but also to all students interested in exploring the diversity and complexity of the human past and in improving their analytical and expository skills.

Barnard history courses are numbered to reflect type of course and world region:

By course type:

1000-level: introductory lecture courses

3000-level: other undergraduate lecture courses

4000-level: undergraduate seminars

By world region/epoch:

x000–x059: Ancient	x660–x699: Latin America
x060–x099: Medieval	x700–x759: Middle East
x1xx–x199: Early Modern Europe	x760–x799: Africa
x2xx–x299: East Central Europe	x800–x859: South Asia
x3xx–x399: Modern Western Europe	x860–x899: East Asia
x4xx–x599: United States	x9xx–x999: Research, Historiography, Trans-National
x600–x659: Jewish	

Lecture courses are defined more broadly—chronologically, geographically, thematically—than seminars, which characteristically involve reading and discussion of primary and secondary sources on more specialized subjects. Students must apply for admission to seminars by filling out forms available in the departmental office. For Autumn and Spring seminar application deadlines, be sure to check with the History Department office, x42159.

Students should consult the Columbia College catalogue for full descriptions of Columbia history courses and for regulations concerning enrollment in these courses. Application forms for Columbia seminars, due by the deadlines mentioned above, are available in 611 Fayerweather and in 415 Lehman. Certain Columbia graduate (“G”) courses are open to qualified history majors with the approval of the Barnard chair and the Columbia instructor. For course descriptions, see the *Bulletin of the Graduate School of Arts and Sciences*.

Students will receive six points of College credit for a score of 5 and three points of credit for a score of 4 on the Advanced Placement Examination in American or European history. These credits are not counted toward the history major.

REQUIREMENTS FOR THE MAJOR

Students who intend to major in history should consult a member of the department in their sophomore year to plan their academic programs.

The history major requires a minimum of eleven courses, eight in the area of concentration and three outside the area of concentration. The three principal areas of concentration are European, American, and Asian history, but majors may, in consultation with their advisers and with the approval of the chair, concentrate in some other field, such as ancient, medieval, Jewish, or African history. The eleven required courses must include:

1. Three introductory courses (i.e., 1000-level courses or their equivalent). Two of the introductory courses must be taken in the field of concentration. Students with AP credits may substitute an advanced course(s) for introductory course(s), although AP credits may not be counted toward the eleven required courses.
2. Two seminars
3. The two-semester senior research seminar (HIST BC 4493–94, 4391–92). The Senior Thesis must be taken in sequence over two semesters, beginning in the Autumn and continuing through the Spring.

Majors may, with the approval of their advisers, take two of their eleven courses outside the department, provided that such courses are closely related to their concentrations. American Studies seminars may be substituted for History seminars.

Senior Research Seminar

The senior research seminar, in which students write their senior essays (30–50 pages), represents the culmination of the undergraduate history major. Students should discuss tentative topics with their advisers by the end of the junior year. Halfway through the first semester of the senior year students must submit a formal prospectus defining the prob-

lem under investigation, outlining the issues involved, and identifying the primary and secondary sources to be consulted. They must draft part of the essay by the end of the Autumn semester, then complete their research and writing in the Spring.

REQUIREMENTS FOR THE MINOR

The minor in history requires five courses, four in an area of concentration and one outside the area of concentration. The five courses must include one seminar. Students planning to minor in history should consult the department chair.

For related majors see: **American Studies**, page 66; **European Studies**, page 231. See our web site: www.barnard.edu/dept/history.

COURSES OF INSTRUCTION

Lectures: Ancient, Medieval, Jewish, and Modern European History

HIST BC 1062y

Introduction to Later Middle Ages: 1050–1450

Social environment, political, and religious institutions, and the main intellectual currents of the Latin West studied through primary sources and modern historical writings. —J. Kaye
3 points. TBA

HIST BC 1101x

Introduction to European History: Renaissance to French Revolution

Political, economic, social, religious, and intellectual history of early modern Europe, including the Renaissance, Reformation and Counter-Reformation, absolutism, Scientific Revolution, and Enlightenment. —D. Valenze
3 points. TTh 1:10–2:25

HIST BC 1302y

Introduction to European History: French Revolution to the Present

Emergence of revolutionary and counter-revolutionary mass political movements; European industrialization, nationalism, and imperialism; 20th-century world wars, the Great Depression, and Fascism. —L. Tiersten
3 points. MW 2:40–3:55

HIST BC 3062x

Medieval Intellectual Life, 1050–1400

The development over three centuries of a language of the heart, of the intellect, and of the polity. Primary readings in devotional and courtly literature, university speculation, and political thought, discussed in their historical and cultural contexts. —J. Kaye
3 points. MW 1:10–2:25

HIST BC 3116x

Filthy Lucre: A History of Money

Examining the history of money and the history of ways of thinking about money. We investigate how different monetary forms developed and how they have shaped and been shaped by culture, society, and politics. Tracing money from gift-giving societies to the European Monetary Union, the focus is on early modern Europe. —C. Wennerlind
3 points. TTh 1:10–2:25

HIST BC 3321x

Colonial Encounters: Europe and the Culture of Empire

The shaping of European cultural identity through encounters with non-European cultures from 1500 to the post-colonial era. Novels, paintings, and films will be among the sources used to examine such topics as exoticism in the Enlightenment, slavery and European capitalism, Orientalism in art, ethnographic writings on the primitive, and tourism. —L. Tiersten
3 points. MW 11:00–12:15

HIST BC 3323y**European Women in the Age of Revolution, 1700–1890**

An exploration of the origins of the “modern” European woman: changing political and legal definitions of women; new concepts of women’s work and authority during industrialization; women’s involvement in religion and reform; emergence of socialist and feminist critiques of 19th-century womanhood. —D. Valenze

3 points. Not offered in 2005–06.

HIST BC 3329**Crime and Punishment in Modern Europe**

The comparative social, political, and cultural history of crime, policing, and punishment in modern Europe from 1500 to the present day. Historical literature as well as novels, films, and works of criminology will be used to explore the institutions, practices, and politics that have constituted the modern disciplinary system. —L. Tiersten

3 points. Not offered in 2005–06.

HIST W 1010x**The Ancient Greeks, 800-146 B.C.E.**

—Richard Billows

HIST W 1061x**Introduction to the Early Middle Ages: 250-1050**

—Adam Kosto

HIST W 3213x**The Turbulent Century: East Central Europe, 1914-1989**

—Bradley Abrams

HIST W 3220y**Imperial Russia, 1682-1918**

—Richard Wortman

HIST W 3302x**The European Catastrophe, 1914-1945**

—Volker Berghahn

HIST W 3602y**The Jews in Muslim Spain**

—Yosef Yerushalmi

HIST W 3610x**Anti-Judaism and Anti-Semitism in Historical Perspective**

—Yosef Yerushalmi

HIST W 3628y**History of the State of Israel, 1948-Present**

—Yosef Yerushalmi

Seminars: Ancient, Medieval, Jewish, and Modern European History

All seminars require permission of the instructor. Enrollment is limited to 15.

HIST BC 4062x

Medieval Economic Life and Thought ca. 1000–1500

Traces the development of economic enterprises and techniques in their cultural context: agricultural markets, industry, commercial partnerships, credit, large-scale banking, insurance, and merchant culture. Examines usury and just price theory, the scholastic analysis of price and value, and the recognition of the market as a self-regulating system, centuries before Adam Smith. —J. Kaye
4 points. Not offered in 2005–06.

HIST BC 4064y

Medieval Science and Society

The evolution of scientific thinking from the 12th to the 16th centuries, considering subjects such as cosmology, natural history, quantification, experimentation, the physics of motion, and Renaissance perspective. At every point we link proto-scientific developments to social and technological developments in the society beyond the schools. —J. Kaye
4 points. Not offered in 2005–06.

HIST BC 4323

The City in Europe

A social history of the city in Europe from early modern times; the economic, political, and intellectual forces influencing the growth of Paris, London, Vienna, and other urban centers. —D. Valenze
4 points. Not offered in 2005–06.

HIST BC 4327

Consumer Culture in Modern Europe

The development of the modern culture of consumption, with particular attention to the formation of the woman consumer. Topics include commerce and the urban landscape, changing attitudes toward shopping and spending, feminine fashion and conspicuous consumption, and the birth of advertising. Examination of novels, fashion magazines, and advertising images. —L. Tiersten
4 points. Not offered in 2005–06.

HIST BC 4332y

The Politics of Leisure in Modern Europe

Transformations in the culture of leisure from the onset of industrialization to the present day. Relations between elite and popular culture and the changing relationship between the work world and the world of leisure will be among the topics considered in such settings as the department store, the pub, the cinema, and the tourist resort. —L. Tiersten
4 points. Not offered in 2005–06.

HIST BC 4119x

Capitalism and Enlightenment

Traces the lively debates amongst the major European Enlightenment figures about the formation of capitalism. Was the new market society ushering in an era of wealth and civilization or was it promoting corruption and exploitation? Particular emphasis on debates about commerce, luxury, greed, poverty, empire, slavery, and liberty. —C. Wennerlind
4 points. T 4:10–6

HIST BC 4335x

Poverty and the Social Order in Europe

Historical study of poverty and social formations from the late Middle Ages to the 20th century. Topics include institutional responses to vagrancy in the 17th century; religion and the rise of capitalism; crime and the poor; philanthropy and the state; and motherhood and poverty. —D. Valenze
4 points. W 2:10–4

HIST BC 4360x**London: From 'Great Wen' to World City**

A social and cultural history of London from the Great Fire of 1666 to the 1960s. An examination of the changing experience of urban identity through the commercial life, public spaces, and diverse inhabitants of London. Topics include 17th-century rebuilding, immigrants and emigrants, suburbs, literary culture, war, and redevelopment. —D. Valenze

4 points. Not offered in 2005–06.

HIST BC 4368y**History of the Senses**

An examination of European understandings of human senses through the production and reception of art, literature, music, food, and sensual enjoyments in Britain and France. Readings include changing theories concerning the five senses; efforts to master the passions; the rise of sensibility and feeling for others; concerts and the patronage of art; the professionalization of the senses.

—D. Valenze

4 points. TBA

HIST BC 4391x–4392y**Senior Research Seminar**

Individual research and writing in medieval, early modern, and modern European history. See Requirements for the Major for details. —Staff

4 points. W 4:10–6:00

HIST BC 4904x**Introduction to Historical Theory and Method**

A writing-intensive introduction to modern historical theories and methods. Emphasis on the critical reading of a wide range of primary and secondary historical sources. —J. Kaye

Recommended for, but not limited, to new history majors.

4 points. T 2:10–4

HIST W 4024y**The Golden Age of Athens**

—Richard Billows

HIST W 4106x**Subjects and Objects of Renaissance Knowledge: The Dignity of Man and Woman**

—Matthew Jones

HIST W 4223x**Personality and Society in 19th-Century Russia**

—Richard Wortman

HIST W 4302x**From War to Peace: Britain and France in the 1940s**

—Isser Woloch

HIST W 4304x**Modern Greece**

—Mark Mazower

HIST W 4306x**Philosophy and Politics**

—Samuel Moyn

HIST W 4307y**Fin de Siecle Europe and the Origins of World War I**

—Volker Berghahn

HIST W 4308x

Nations and Nationalisms in Nineteenth Century Europe

—Emma Winter

HIST W 4310x

Europe and the End of Empires: Decolonization in the 20th Century

—Matthew Connelly

HIST W 4336y

Art and Politics in Early Victorian England

—Emma Winter

Lectures: American History

HIST BC 1401x

Survey of American Civilization to the Civil War

The major theological and social concerns of 17th-century English colonists; the political and ideological process of defining an American; the social and economic forces that shaped a distinctive national identity; the nature of the regional conflicts that culminated in civil war.

—R. McCaughey

3 points. TuTh 2:40–3:55

HIST BC 1402y

Survey of American Civilization Since the Civil War

The major intellectual and social accommodations made by Americans to industrialization and urbanization; patterns of political thought from Reconstruction to the New Deal; selected topics on post–World War II developments. —T. Russell

3 points. TuTh 11:00–12:15

HIST BC 3423y

The Constitution in Historical Perspective

The development of constitutional doctrine, 1787 to the present. The Constitution as an experiment in Republicanism; states' rights and the Civil War amendments; freedom of contract and its opponents; the emergence of civil liberties; New Deal intervention and the crisis of the Court; and the challenge of civil rights. —H. Sloan

3 points. Not offered in 2005–06.

HIST BC 3457x

A Social History of Columbia University

Traces the University's history from 1754 to the present; will focus on institutional interaction with NYC, governance and finance, faculty composition and the undergraduate extra-curriculum; attention also to Columbia professional schools and Barnard College. —R. McCaughey

3 points. Not offered in 2005–06.

HIST BC 3466y

American Intellectual History Since 1865

An examination of the major ideas engaging American intellectuals from Appomattox to the present, with special attention to their institutional settings. Topics include Darwinism, the rise of the professoriate, intellectual progressivism, inter-war revisionism, Cold War liberalism, and neo-conservatism. —R. McCaughey

3 points. Not offered in 2005–06.

HIST BC 3467x

America Since 1945

A consideration of the Cold War, containment, and the atomic bomb; McCarthyism; the Civil Rights movement; the Vietnam War; student unrest and counterculture; and the response to the 1960's. Emphasis on relation between domestic and foreign affairs. —M. Carnes

3 points. Not offered in 2005–06.

HIST BC 3494y**The Era of Independence in the Americas (U.S., Haiti, Mexico)**

Comparative examination of colonial independence struggles in the New World, c. 1760-1830. The transition from the monarchical ancient regime to a more or less “republican” order. State formation and the invention of nationality. Special attention to the cases of the United States, Haiti, and Mexico. —H. Sloan

3 points. Not offered in 2005–06.

HIST BC 3496y**History of American Cities**

The physical, political, social, and economic changes in cities across the United States, from settlement to the present. Topics will include economic development, immigration, industrialization, suburbanization, segregation, urban decline, and urban revitalization. —O. Gutfreund

3 points. Not offered in 2005–06.

HIST BC 3520x**The U.S., 1918–1945: Prosperity, Depression, and War**

American society from the end of the First World War to the end of the second. Topics include the labor movement, consumerism, jazz and the erotic, the women’s movement, prohibition, nativism, the “New Negro,” the Great Depression, the New Deal, radical movements, and the home front during World War II. —T. Russell

3 points. Not offered in 2005–06.

HIST BC 3525y**20th Century Urbanization in Comparative Perspective**

An examination of metropolitan growth and development in large cities around the world, placing particular emphasis on cities that have grown rapidly in the 20th century. Examples from South America, Australia, and Asia will be considered as well as cities from the United States and Canada. —O. Gutfreund

3 points. Not offered in 2005–06.

HIST BC 3567y**American Women in the 20th Century**

A consideration of women’s changing place in modern America; the “family claim”; women in the workplace; educational expansion; the battle for suffrage; social reformers; the sexual revolution; women in the professions; the crisis of depression and war; the feminine mystique; and the new feminism. —R. Rosenberg

3 points. TTh 2:40–3:55

HIST W 3407y**America Since 1960**

—Sarah Phillips

HIST W 3448x**America since 1945**

—Alan Brinkley

HIST W 3478x**U.S. Intellectual History, 1865–Present**

—Casey Blake

HIST W 3491x**U.S. Foreign Relations**

—Anders Stephanson

HIST W 3535x**History of the City of New York**

—Kenneth Jackson

Seminars: American History

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required.

AMHS BC 3401x,

Colloquium in American Studies: Cultural Approaches to the American Past

Colloquium—see American Studies for description. —T. Russell

4 points. Section 001: W 2:10-4:00; Section 002: W 11:00-12:50

HIST BC 4401x

Reinventing American Cities, New Deal to the Present

Discussion, readings, and research focused on the transformation of American Cities in the last half of the twentieth century. Topics will include "white flight," urban renewal and public housing, downtown revitalization efforts, the new urbanism movement, the urbanization of the suburbs, and regional economic development initiatives. —O. Gutfreund

4 points. T 2:10-4:00

HIST BC 4402x

Selected Topics in American Women's History

A critical examination of recent trends in modern U.S. women's history, with particular attention to the intersection of gender, sexuality, class, and race. Topics will include: state regulation of marriage and sexuality, roots of modern feminism, altered meanings of motherhood and work, and changing views of the body. —R. Rosenberg

4 points. W 2:10-4:00

HIST BC 4586x

The Civil Rights and Black Power Movements

An examination of the history of the American civil rights and black power movements of the 1950s and 1960s. Examines a wide variety of activities that took place within and around the movements, including political protest and cultural expressions. —T. Russell

4 points. T 2:10-4:00

HIST BC 4410x

Approached by Sea: Early American Maritime Culture

The Atlantic Ocean in the sighting, settling, and formation of three American colonial cultures; the early U.S. as an international maritime presence; and the decline of the Atlantic in the material and imaginative development of mid-19th-century America. Approach will be interdisciplinary and will use the Internet. —R. McCaughey

4 points. W 4:10-6:00

HIST BC 4423x

Origins of the Constitution

An examination of the creation of the Constitution; consequences of independence; ideological foundations; the Articles of Confederation and the Critical Period; the nationalist movement and the Convention; anti-federalism and ratification; and the Bill of Rights. Readings from selected secondary and primary sources, including *The Federalist*. —H. Sloan

4 points. Not offered in 2005-06.

HIST BC 4466y

Progressive Women: 1890-1920

An exploration of women's activism in public life and social reform. Topics include separatism, institution-founding, the college experience, women's professions, the settlement movement, trade unionism, suffragism, pre-war radicalism, social feminism, and utopian feminism. —N. Woloch

4 points. Not offered in 2005-06.

HIST BC 4468y**American Women in the 1920s**

An exploration of women's lives from World War I to the Great Crash. Topics include women's politics, domestic roles, the female work force, collegiate life, the new morality, flaming youth, women in the Harlem Renaissance, women's literature, and the paradox of modern feminism.

—N. Woloch

4 points. Not offered in 2005–06.

HIST BC 4542x**Education in American History**

A consideration of the place educational institutions, educational ideas, and educators have played in American life. Emphasis will be on the connection between education and social mobility. —N. Woloch

4 points. Tu 11:00–12:50

HIST BC 4543y**Higher Learning in America**

An examination of the history of American colleges and universities from the colonies to the present; special emphasis on the evolving relationship between academic institutions and the political and social orders. —R. McCaughey

4 points. Not offered in 2005–06.

HIST BC 4546y**The Fourteenth Amendment and Its Uses**

The role of the 14th Amendment in shaping the modern American Constitution; theories of judicial review; the rise and fall of economic due process; the creation of civil liberties; the civil rights revolution; and the end of states' rights. —R. Rosenberg

4 points. W 2:10–4:00

HIST BC 4592y**Maritime History Since the Civil War**

A critical consideration of the maritime aspects of American life and culture since the Civil War: rise of American sea power; peaking of American maritime commerce and labor; historic seaports and coastal areas as recreational resources; marine science and environmentalist concerns in shaping recent American maritime policies. Seminar will make extensive use of the web for resources and communication.

—R. McCaughey

Prerequisite: Permission of instructor and prior course in 19th - 20th century European/American History.

4 points. TBA

HIST BC 4901x, y**Reacting to the Past II**

The collision of ideas in three modern contexts: Rousseau, Burke and Revolution in France, 1791; Freud-Jung and the Nature of the Unconscious; and Hindu and Muslim nationalism, Gandhi, and the making of a nation on the eve of independence in India, 1945. Reacting I, a First-Year seminar, is recommended. —M. Carnes

4 points. MW 2:40–3:55

HIST BC 4493x–4494y**Senior Research Seminar**

Individually guided research in diverse aspects of American history and the presentation of results in seminar and in the form of the senior essay. See Requirements for the Major for details. —Staff

Open to senior majors and to others by permission of the instructor.

4 points. W 4:10–6:00

HIST W4318x
Globalizing American Consumer Culture
—Victoria De Grazia

HIST W 4404x
Native American History
—Evan Haefeli

HIST W 4405y
American Women’s History Before 1876
—Elizabeth Blackmar

HIST W 4415x
The American Revolution
—Evan Cornog

HIST W 4426x
People of the Old South
—Barbara Fields

HIST W 4462x
Politics, Culture, and the New Negro Movement, 1900-1930
—Winston James

HIST W 4483x
American Military History and Policy
—Kenneth Jackson

HIST W 4509x
Problems in International History
—Anders Stephanson

HIST W 4510y
Race and Color in the Americas
—Winston James

HIST W 4518x
Slavery and Emancipation in the United States
—Eric Foner

HIST W 4586y
Labor and Class Formation in the Americas
—Ellen Baker

Lectures: Asian, Latin American, and African History

HIST BC 3662x
Latin America in the 19th Century

Overview of Latin American political and economic history from the late colonial period (1770-1810) to the Mexican Revolution (1910). Covers the Wars of Independence and their aftermath, African slavery and abolition, European immigration, and upsurge of capitalism and globalization after 1870s. Emphasis on Mexico, Brazil, Argentina, Chile, and Cuba. —J. Moya
3 points. TTh 9:10-10:25

HIST BC 3681x**Women and Gender in Latin America**

Examines the gendered roles of women and men in Latin American society from the colonial period to the present. Explores a number of themes, including the intersection of social class, race, ethnicity, and gender; the nature of patriarchy; masculinity; gender and the state; and the gendered nature of political mobilization. —N. Milanich

3 points. *Not offered in 2005–06.*

HIST BC 3682y**Modern Latin American History**

Explores major themes in Latin American history from independence to the present, with a special focus on the evolution of socio-racial inequality, political systems, and U.S.-Latin America relations. We will discuss not only “what happened” in Latin America’s past, but how historians know what they know, the sources and methods they use to write history, and the theoretical frameworks they employ to interpret the past. —N. Milanich

3 points. *Not offered in 2005–06.*

HIST BC 1801x**Colonialism and Nationalism in South Asia**

An introduction to South Asian history (17–20 c.) that explores the colonial economy and state formation; constitution of religious and cultural identities; ideologies of nationalism and communalism, caste and gender politics; visual culture; and the South Asian diaspora. —A. Rao

3 points. *TTh 11:00–12:15*

HIST BC 3861**Chinese Cultural History 1500–1800**

An introduction to visual and material cultures of China, including architecture, food, fashion, printing, painting, and the theatre. Using these as building blocks, new terms of analyzing Chinese history are explored, posing such key questions as the meaning of being Chinese and the meaning of being modern. —D. Ko

An introductory Asian history course preferred but not required.

3 points. *TTh 5:40–6:55*

HIST W 3663x**Mexico from Revolution to Democracy**

—Pablo Piccato

HIST W 3672y**Caribbean History: From Emancipation to Independence**

—Winston James

HIST W3719y**The History of the Modern Middle East**

—Rashid Khalidi

HIST W 3762y**South Africa in the Nineteenth and Twentieth Centuries**

—Marcia Wright

HIST W 3764y**History of East Africa, 1850–Present**

—Marcia Wright

HIST W 3772x**West African History**

—Gregory Mann

HIST W 3854y
The Eastern Mediterranean in the Late Bronze Age
—Marc Van de Mieroop

HSEA W 3862y
The History of Korea to 1900
—Jahyun Haboush

HSEA W 3881y
History of Modern China II
—Eugenia Lean

HSEA W 3898y
The Mongols in History
—Morris Rossabi

Seminars: Asian, Latin American, and African History

All seminars require permission of the instructor. Enrollment limited to 15. Preregistration required. See under Asian and Middle Eastern Cultures for additional courses.

HIST BC 4671x
History of the Family in Global Perspective, 1500 to Present
Drawing on cross-cultural examples, primarily from Latin America, the US and Europe, explores varieties of domestic forms from the early modern period to the present. —N. Milanich
4 points. Not offered in 2005–06.

HIST BC 4672y
Perspectives on Power in 20th Century Latin America
An examination of recent Latin American historiography concerns with power in the context of 20th-Century Latin America. Focus on such diverse topics as the Mexican Revolution and migrant culture in Costa Rica, labor mobilization in Chile and the dirty war in Argentina. Themes include the relationship between popular culture and the state; the power of words and the power of symbols; structure and agency; the role of the law; the relationship between leaders and followers; and the intersections of gender, race, and power. —N. Milanich
4 points. Not offered in 2005–06.

HIST BC 4802x
History and Human Rights: Capitalism, Colonialism, Culture
—A. Rao
Prerequisite: Prior course in non-Western history and permission of instructor.
4 points. Not offered in 2005–06.

HIST BC 4804y
Political Modernity (Themes in South Asian History)
—A. Rao
Prerequisite: Prior course in non-Western history and permission of instructor.
4 points. Not offered in 2005–06.

HIST BC 4861y
Body Histories: The Case of Footbinding
The deceptively small subject of footbinding provides a window into the larger family dynamics and sexual politics in Chinese history and society. Explores the multiple representations of footbinding in European travelogues, ethnographic interviews, Chinese erotic novels and prints, and the polemics of modern and feminist critiques. —Dorothy Ko
4 points. Th 2:10–4:00

HIST BC 4886x
Fashion

Investigates the cultural, material and technological conditions that facilitated the development of "fashion systems" in early modern Europe, Japan and contemporary Asian diasporic communities. In the global framework, "fashion" serves as a window into the politics of self-presentation, community formation, structure of desires, and struggles over representation. —D. Ko

Prerequisite: At least one course in a Non-U.S. Area in History, Literature, Anthropology, Film Studies or Art History

HIST W 4664x
The Mexican Revolution

—Pablo Piccato

HSEA W 4860y
Culture and Society in Choson Korea (1392-1910)

—Jahyun Haboush

HIST W 4864x
International Law and East Asia

—Adam McKeown

HIST W 4865x
The Vietnam War as International History

—Charles Armstrong

HSEA W 4881x
Gods, Ghosts, and Ancestors: Social History of Chinese Religion

—Robert Hymes

HSEA W 4884x
Economic History of Modern China

—Madeleine Zelin

HSEA W 4890y
Historiography of East Asia

—Madeleine Zelin

Lectures: Research, Historiography, Trans-National

HIST W 3926x
Historical Origins of Human Rights

—Samuel Moyn

HIST W 3956y
Globalization in History

—Adam McKeown

Other Offerings

Full description of courses of interest to students of history offered by Barnard faculty can be found elsewhere in this catalogue under the department or interdisciplinary program in which the course is offered. For Columbia graduate history lecture courses open to undergraduates ("4000 level") and courses jointly sponsored with other Columbia departments, see the *Columbia University Bulletin*.

Courses Offered at Reid Hall in Paris

Information about the program is available in 203 Lewisohn Hall or ce.columbia.edu/paris.

HUMAN RIGHTS STUDIES

321 Milbank Hall

www.barnard.edu/humright

This program is supervised by the Barnard Committee on Human Rights Studies:

Directors: Professors John S. Hawley, Janet Jakobsen, and Rachel McDermott

Anthropology: Paige West

Asian and Middle Eastern Cultures: Rachel McDermott

Comparative Literature: Peter Connor (French)

Economics: Sanjay Reddy

English: James Basker

French: Serge Gavronsky

History: Anupama Rao

Political Science: Dennis Dalton, Peter Juviler (Emeritus)

Psychology: Larry Heuer

Religion: John S. Hawley, Alan Segal

Slavic: Catherine Nepomnyashchy

Sociology: Jonathan Rieder

Women's Studies: Janet Jakobsen

University Interdepartmental Committee on Human Rights:

Jose Alvarez, Law

Jagdish Bhagwati, Economics

Hamid Dabashi, Middle East and Asian Languages and Cultures

Joan Ferrante, English and Comparative Literature

Louis Henkin, Law (University Professor)

Peter Juviler, Political Science, Barnard

Mahmoud Mamdani, Anthropology

J. Paul Martin, Center for the Study of Human Rights

Andrew J. Nathan, Political Science

Julie Stone Peters, English and Comparative Literature

Thomas Pogge, Philosophy

David Rothman, History

Gayatri Chakravorty Spivak, English and Comparative Literature

With the proliferation of human rights institutions over the past half century and the central place of human rights in current debates about social justice, global equity, the role of war crimes tribunals and truth commissions, the problems of humanitarian intervention, or the changing role of global economic institutions, human rights standards have become crucial touchstones of contemporary ethics and politics. The program in human rights studies engages students in the emergent interdisciplinary discussion of rights, providing them with a knowledge of the theory and practice of human rights,

stimulating critical examination of the historical and conceptual antecedents, selection and formulation, enforcement and violation, political and discursive uses of human rights, and allowing them the opportunity to reflect on a set of beliefs and practices fundamental to the shaping of their world. This interdisciplinary program is designed to be pursued alongside a major in one of the departments with a disciplinary or area studies focus—including, but not limited to Africa & African Diaspora Studies, American Studies, Anthropology, Asian and Middle Eastern Cultures, Comparative Literature, English, French, German, History, Italian, Political Science, Psychology, Religion, Slavic, Sociology, Spanish, and Women's Studies.

REQUIREMENTS FOR THE COMBINED MAJOR

A minimum of six courses in Human Rights Studies, including V3001x Introduction to Human Rights and at least two other courses from among those designated “core courses,”; three “related” courses; and a complete major in a relevant department. Where courses in Human Rights Studies also satisfy departmental requirements, no more than three Human Rights Studies courses may count toward the major. Besides the six courses in Human Rights Studies, students will be asked to submit a senior thesis or project in the area of human rights studies, written in the major department. Those interested in a combined major should consult with the Director or other members of the Committee on Human Rights Studies. See the web sites www.barnard.edu/humright and www.columbia.edu/cu/humanrights, for updates on course offerings.

CORE COURSES FOR HUMAN RIGHTS

HRTS V 3001x (Required) **Introduction to Human Rights**

Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally. —A. Nathan
3 points.

HRTS W 3910x **Human Rights Colloquium: Legal Texts, Testimony, and the Culture of Rights**

Looks at a series of central issues in human rights from an interdisciplinary viewpoint, examining seminal essays on the theory of rights, legal texts, testimony, and case studies, at the same time serving as a forum for the development of individual research projects. —J. Peters
4 points.

HRTS W 3930 **Human Rights, Labor, and Global Capitalism**

Independent research and writing project. See the web site or the program office for application details and deadlines. —Staff
3 points.

HRTS W 3397x and W 3998y **Independent Study**

Independent research and writing project. See the web site or the program office for application details and deadlines. —Staff
1–4 points.

HRTS W 3996x, y **Senior Seminar in Human Rights**

—Staff
4 points.

Asian Studies

ASCE W 4320

Human Rights and Social Justice in Comparative Perspective

—Staff

4 points.

Comparative Literature—English

CLEN W 3740

Comparative Modern Texts: International Short Stories and Human Rights

—J. Slaughter

4 points.

CLEN W 3910

Seminar: Women, Religion, Human Rights

—J. Ferrante

4 points.

CLEN W 4905

Literature and Human Rights

—J. Peters

3 points.

History

HIST W 3926

Historical Origins of Human Rights

—Samual Moyn

3 points

HIST W 4316

International Governance and Human Rights

—S. Pederson

4 points

HIST W 4906

Nuremburg and Beyond: Human Rights and Medicine

—D. Rothman

4 points.

Law

LAW L 9823

Human Rights and the Question of Culture

— R. Thomas

3 points.

Philosophy

PHIL W 4710

Human Rights and Social Justice

—Staff

3 points.

Political Science

POLS W 3100

Justice

-- D. Johnston

3 points.

POLS W 3245

Race and Ethnicity in American Politics

—Staff

3 points.

POLS W 3285

Freedom of Speech and Press

—L. Bollinger and O. Sylvain

3 points.

POLS BC 3326

Colloquium on Civil Rights and Liberties

—P. Franzese

Limited enrollment.

3 points.

POLS BC 3410

Colloquium on Human Rights in a Diverse World

—P. Juviler

Limited enrollment.

4 points.

POLS BC 3961

International Politics Seminar: Human Rights and Foreign Policy

—Staff

4 points.

Religion

RELI G 4800

Contemporary Questions in Religion and Human Rights

—J. Chuman

3 points.

This list is subject to change. Independent Study courses may count as core courses.

A CURRENT LIST OF **RELATED COURSES** WILL BE AVAILABLE ON
WWW.BARNARD.EDU/HUMRIGHTS and WWW.COLUMBIA.EDU/CU/HUMANRIGHTS.

ITALIAN

320 Milbank Hall

854-5481, -8312
www.barnard.edu/italian/

Associate Professor: Nelson Moe (Chair)

Senior Associate: Daniela Noè (Language Coordinator)

Lecturer: Ariella Lang

Other officers of the University offering courses in Italian:

Professors: Teodolinda Barolini, Paolo Valesio

Associate Professor: Jo Ann Cavallo

Assistant Professors: Flora M. Ghezze, Andrea Malaguti

Lecturers: Mario Bellati, Scott Failla, Maria Luisa Gozzi, Barbara Spinelli (Columbia Language Coordinator)

Undergraduate instruction in Italian has long been fully and successfully integrated among the various undergraduate schools—Barnard College, Columbia College, and the School of General Studies. All courses are open to Barnard students. The Advanced Italian course, though part of the requirement for a major in Italian, is open to all qualified students whose main goal is to improve their competence in the language.

A major in Italian offers the advantages of closely supervised work for a small number of students. Through the senior tutorial, students pursue research in a chosen area of Italian culture under the guidance of a specialist.

The courses given in English have no prerequisites and are open to students majoring in other departments who nevertheless wish to study Italian literature and culture.

The Barnard Italian office is located in 320 Milbank, and the Columbia department is housed in 502 Hamilton.

Graduate courses are open to qualified students with permission of the instructor.

REQUIREMENTS FOR THE MAJOR

The courses in Italian are designed to develop proficiency in all the language skills and to present the literary and cultural traditions of Italy. The program of study is to be planned as early as possible.

The following courses are required unless advanced standing is attained in the Department placement examination:

ITAL V 1101–V 1102	<i>Elementary I & II, or</i> <i>ITAL V1121 Intensive Elementary Italian</i>
ITAL V 1201–V 1202	<i>Intermediate I & II, or</i> <i>ITAL V1203 Intensive Intermediate Italian</i>

Ten courses are required for the major, including:

ITAL V 3333–V 3334	<i>Introduction to Italian Literature I & II, or</i>
ITAL W4502–W4503	<i>Italian Cultural Studies I & II</i>
ITAL V 3335 and V 3336 or V 3337	<i>Advanced Italian I & II</i>
ITAL V 3993 x or y	<i>Senior Tutorial</i>

plus at least five more courses in Italian numbered above ITAL W 1312.

REQUIREMENTS FOR THE MINOR

A minimum of five courses is required for the minor, to be selected from courses including and numbered above ITAL V 3333–V 3334.

Language Requirement

The language requirement can be fulfilled with ITAL V 1101–V 1102 and V 1201–V 1202 or V1121–V1203 (or their equivalents). Students who have taken courses in Italian elsewhere (whether in high school, in college, or both) but not at Barnard or Columbia must take the Italian placement test before registering for any Italian course. The test is given during the preregistration period and the first week of classes in 502 Hamilton. Please call 854-3173 for hours and date.

COURSES OF INSTRUCTION

ITAL V 1101x–V 1102y

Elementary Full-Year Italian

Introduction to Italian grammar, with emphasis on reading, listening, speaking, and writing. No credit is given for V 1101 until V 1102 has been completed. —Staff

Enrollment limited to 20 students per section.

4 points.

ITAL F 1101x–F 1102y

Elementary Full-Year Italian

—Staff

4 points.

ITAL F 1102x, F 1101y

Elementary Full-Year Italian

—Staff

4 points.

ITAL W 1111x, W 1112y

Elementary Conversation

Intensive practice in pronunciation, vocabulary, comprehension of the spoken language, and conversation. —M. Bellati

Prerequisite for W 1112: W 1111 or the equivalent, or sufficient fluency to satisfy the instructor.

Conversation courses may not be used to satisfy the language requirement.

2 points.

ITAL V 1121y

Intensive Elementary Italian

No previous knowledge of Italian required. May be used toward the fulfillment of the language requirement. An integral course with oral-aural practice, reading, and conversation, this course covers two semesters of elementary Italian in one. —D. Noè

Recommended parallel: ITAL V 1102. Limited enrollment. Offered only in Fall.

6 points.

ITAL V 1201x–V 1202y

Intermediate Italian

Review of grammar; intensive and extensive reading, composition, and practice in conversation.

—D. Noè

Prerequisite: V/F 1102 or the equivalent. Enrollment limited to 20 students per section.

4 points.

ITAL F 1201x–F 1202y

Intermediate Italian

—Staff

Prerequisite: V/F 1102 or the equivalent.

4 points.

ITAL F 1202x–F 1201y

Intermediate Italian

—Staff

Prerequisite: V/F 1201 (or 1202), V/F 1102 or 1201, or the equivalent.

4 points.

ITAL V1203y

Intensive Intermediate Italian

An intensive course that covers two semesters of intermediate Italian in one, and prepares students for advanced language and literature study. Grammar, reading, writing, and conversation.

Exploration of literary and cultural material. May be used to fulfill the language requirement when followed by at least one of the following: ITAL V3333, V3334, V3335, or V3336. Instructor To Be Announced

Prerequisite: ITAL V1102 or the equivalent. Limited enrollment. Instructor permission required.

6 points.

ITAL W 1221x, W 1222y

Intermediate Conversation

Intensive practice in the spoken language, assigned topics for class discussions, and oral reports.

—S. Failla

Conversation courses may not be used to satisfy the language requirement. Prerequisite: ITAL W 1112 or sufficient fluency to satisfy the instructor.

2 points.

ITAL W 1311x, 1312y

Advanced Conversation

Practice in listening and speaking through assigned topics on contemporary Italian culture.

—M.L. Gozzi

Conversation courses may not be used to satisfy the language requirement.

Prerequisite: ITAL W 1222 or permission of the instructor.

2 points.

ITAL V 3335x, V 3336y

Advanced Italian

Written and oral self-expression in Italian; brief papers and oral reports on a variety of topics, including films and literature; grammar review. —D. Noè

Prerequisite: V 1201–1202 or the equivalent.

3 points.

ITAL V 3337

The Language of Laughter: Advanced Italian in Film Comedy

Students will develop advanced language competence while analyzing and discussing Italian comedies and how they reflect changing Italian culture and society. Films by Monicelli, Germi, Moretti, Wertmuller, Soldini and others. —D. Noè

Prerequisites: Italian 1202 or the equivalent.

3 points

Literature Courses

For non-majors, the literature courses listed below will count toward the distribution requirement.

ITAL V 3700

“See Naples and Die”: Portrait of a City

Explores the cultural history of Naples and the Neapolitans over the past two centuries in diverse areas including literature, film, theatre, and music. Works will include texts by Serao, Croce, Benjamin, Gramsci, De Filippo, and Ortese; films by Rossellini, Rosi, and Pasolini. —N. Moe
3 points. Not offered in 2005–06.

ITAL V 3333x, V 3334y

Introduction to Italian Literature

Introduction to literary theory and problems and to in-depth textual analysis. Authors and works from the 13th century to the present; the basic course in Italian literature. —Staff
Prerequisite: V 1201–V 1202 or the equivalent.
3 points.

ITAL V 3642y

Italian Film: Imagining the Nation

Explores the representation of national identity in Italian cinema from the silent era to the present. Focuses on how both geography and history are used to construct an image of Italy and the Italians. Films by major neo-realist directors (Rossellini, De Sica, Visconti) as well as by leading contemporaries (Moretti, Amelio). —N. Moe
3 points. Not offered in 2005–06.

CLIA V 3660y

Mafia Movies: From Sicily to *The Sopranos*

Examines representations of the mafia in Italian and American Film and literature. Special attention to questions of ethnic identity and immigration. Comparison of the different histories and myths of the mafia in the U.S. and Italy. Readings include novels, historical studies, and film criticism. —N. Moe
3 points. Not offered in 2005–06.

ITAL V 3993x, y

Senior Tutorial

Independent study on a topic chosen by the student in consultation with a faculty member. Students read primary and secondary texts to gain competence in their chosen area and write a senior essay. —J. A. Cavallo, F. Ghezzi, A. Malaguti, P. Valesio
Required of students with a major in Italian. Permission of the instructor who will supervise project required.
3 points.

ITAL W 4000x

Stylistics

Students read short texts, analyze the anatomy of Italian essays, observe and practice sophisticated sentence structures, solidify their knowledge and usage of Italian grammar, and expand their vocabulary. After discussing and analyzing examples of contemporary prose, students integrate the structures and vocabulary they have acquired into their own writing. —Staff
Prerequisite: Italian V 3336 or the equivalent.
3 points.

ITAL W 4252x

Antonio Gramsci: Literature, Culture, Power

Examines the writings of Antonio Gramsci and their influence on literary criticism, cultural studies, and filmmaking. Includes works by Luigi Pirandello, Giuseppe Tomasi di Lampedusa, Pier Paolo Pasolini; criticism by Raymond Williams, Edward Said, Stuart Hall; films by Luchino Visconti, the Taviani Brothers, Pasolini. —N. Moe
3 points. Not offered in 2005–06.

ITAL G 4079x**Boccaccio's *Decameron***

The *Decameron* in light of its antecedents, both classical and vernacular, and of its intertexts, especially Dante's *Commedia*, with particular attention to Boccaccio's attitudes toward women and his deployments of narrative to undercut all absolutism. —T. Barolini

3 points. Not offered in 2005–06.

ITAL G 4089y**Petrarch's *Canzoniere***

A reading of the *Canzoniere* that brings to bear ideas on time and narrative from authors such as Augustine and Ricoeur in order to reconstruct the significance of collecting fragments in a new genre: the lyric sequence. Lectures in English; text in Italian, although comparative literature students who can follow with the help of translations are welcome. —T. Barolini

3 points. Not offered in 2005–06.

ITAL G 4108x**Writing the Self: the Tradition of Autobiography in Italy from the 13th to the 18th Centuries**

Starting with Augustine's *Confessions*, analyzes the diverse motivations and different stylistic features that mark this genre in different eras. Focuses on the distinction between different forms of autobiographical writings and on the rhetorical strategies authors deploy to authorize their writing. Autobiographies include: Vico, Goldoni, Alfieri, Da Ponte, Casanova, Verri, Gozzi. —F. Ghezzi

3 points. Not offered in 2005–06.

ITAL G 4109y**Writing the Self: the Tradition of Autobiography in Italy from the 19th to the 20th Centuries**

Modern and contemporary tradition of autobiographical writings, focusing on exploring the potential difference between male and female autobiographers. Topics include: the crisis of the subject, "je suis un autre," the "man" with a movie camera, strategies of concealment and disclosures. Authors include: D'Annunzio, Pirandello, Svevo, Pavese, Fellini, Moretti, Ortese, Ginzburg, Manzini, Cialente, Ramondino. —F. Ghezzi

3 points. Not offered in 2005–06.

ITAL G 4110x**Representations of the South in Modern Italian Literature**

Literary representations of the Italian South from the late nineteenth century to the present. Special attention to the symbolic importance of the South in modern Italian culture. Short stories and novels by Verga, D'Annunzio, Pirandello, Alvaro, Levi, Lampedusa, and Sciascia. —N. Moe

3 points. Not offered in 2005–06.

ITAL G 4120x**Futurism and Beyond: F.T. Marinetti's Poetry, Narrative, and Drama**

Filippo Tommaso Marinetti, the founder of Futurism (arguably the first great avant-garde movement in modern European literature), is also one of the most remarkable writers of the Italian 20th century in his own terms. The course will explore Marinetti's basic contribution to modern Italian literature. Available editions as well as the typescripts of forthcoming books will be used. Marinetti's epoch-making contribution will also be studied in a comparative European and American context. Lectures in English, most texts in Italian, some in French; open also to comparative literature students who can read Italian and French with the help of translations. —P. Valesio

3 points. Not offered in 2005–06.

ITAL W 4030x**Tasso**

A close reading of Tasso's *Rinaldo*, *Aminta*, *Gerusalemme Liberata*, and *Discorsi*. Emphasis on epic and romance antecedents, contemporary philosophical currents, ideological and political pressures. —J. A. Cavallo

3 points

ITAL W 4091x-W 4092y
Dante's Divina Commedia

A yearlong course in which the Commedia is read over two consecutive semesters for a thorough grounding in the entire text and an introduction to the complexities of its exegetical history. Attention to Dante's mimesis, his construction of an authorial voice that generations of readers have perceived as "true." Lectures in English, text in Italian; although comparative literature students who can follow with the help of translations are welcome. —T. Barolini

Prerequisite: Reading knowledge of Italian.

4 points. Not offered in 2005-06.

ITAL W 4255x
Foundations of the Italian Novel, 1840-1900 [in Italian]

Investigative overview of the Italian novel from the Risorgimento to the end of the 19th century, with special attention to the novelistic form, the shaping of the national identity, and the reception of the European novel in Italy. Authors include Manzoni, De Marchi, Verga, De Roberto, D'Annunzio, Svevo. —A. Malaguti

3 points.

ITAL G 4725x
Pirandello and Modern Drama

Examines the foundations of modern drama and stage representation by analyzing Pirandello's plays and theoretical works in close comparison with the major authors and drama theorists of the 19th century, including Bertolt Brecht, August Strindberg, and Jean Genet. —A. Malaguti

3 points. Not offered in 2005-06.

ITAL W 4502x
Italian Cultural Studies I: From Unification to World War I

An interdisciplinary study of Italian culture from the years of unification (1860) to the outbreak of World War I. —Staff

3 points.

ITAL W 4503y
Italian Cultural Studies II: From World War I to Present

An interdisciplinary study of Italian culture from World War I to the present. —Staff

3 points.

For additional offerings, and graduate courses open to undergraduate students with permission of the instructor, please contact the Italian Department at Columbia.

JEWISH STUDIES

219 Milbank Hall

854-2597

This program is supervised by the Committee on Jewish Studies:

Ingeborg Rennert Professor of Jewish Studies: Alan F. Segal (Director)

Professor of Sociology: Jonathan Rieder

Professor of History: Deborah Valenze

Other Officers of the University:

German: Miriam Hoffman (Lecturer in Yiddish)

History: Arthur A. Goren (Russell Knapp Professor of American Jewish History), Michael Stanislawski (Nathan Miller Professor of Jewish History), Eliot Wolfson (Adjunct Professor), Yosef Yerushalmi (Salo Wittmayer Baron Professor of Jewish History, Culture and Society)

Middle Eastern and Asian Languages and Cultures: Gil Anidjar (Assistant Professor of Hebrew Literature), Tamar Ben-Vered (Lecturer of Hebrew Language), Nehama Bersohn (Adjunct Assistant Professor of Hebrew Language), Dan Miron (Leonard Kaye Professor of Hebrew and Comparative Literature), Ruth Raphaeli (Senior Lecturer of Hebrew Language), Reeva Simon (Assistant Director Middle East Institute)

Religion: David Halivni (Lucius N. Littauer Professor of Classical Jewish Civilization), David Shatz (Adjunct Professor)

The program in Jewish Studies enables undergraduates to acquire a thorough knowledge of the most important aspects of Jewish culture, civilization, and history in an interdisciplinary setting. The purpose of the program is to help the student identify resources for constructing rigorously detailed and methodological majors.

The program begins from the assumption that a meaningful major can be most profitably framed in one of the existing departments—such as, but not limited to, American Studies, Ancient Studies, Anthropology, Art History, Asian and Middle Eastern Cultures, Classics, Comparative Literature, English, History, Music, Religion, Sociology, and Women's Studies. The program director would then certify that the subject matter of that major contains enough interest in Jewish subjects and is rigorous enough in methodology.

REQUIREMENTS FOR THE COMBINED MAJOR

A minimum of 6 courses in Jewish Studies, including *Introduction to Judaism* REL V 2620 or the equivalent, and a complete major in a relevant department are required for a combined major in Jewish Studies. Where courses in Jewish Studies also satisfy departmental major requirements, the student must complete at least three courses over and above what is normally required for the major. Students are encouraged to consult the offerings of other relevant departments and frame a major by centering on the methodological requirements of that major and utilizing the advising capacities of that department. Students, especially those who plan to continue in graduate Jewish Studies of any kind, are strongly encouraged to seek competence in Hebrew and other languages which were used by Jews in their particular area of concentration. Where possible, the courses in Jewish Studies should be taken across the major areas of Jewish history: Ancient (biblical); Hellenistic and Talmudic; Medieval; and Modern. Besides the six courses specifically in Jewish Studies, students must submit a Senior Thesis or project in the area of Jewish Studies, written in the major department or in conjunction with JST BC 3998 *Directed Research*.

MATHEMATICS

333 Milbank

854-3577

www.barnard.edu/math**Professors:** David A. Bayer, Walter D. Neumann (Chair)**Assistant Professors:** Catherine H. O'Neil, Dylan Thurston**Research Professor and Professor Emerita:** Joan Birman

Other officers of the University offering courses in Mathematics:

Professors: Panagiota Daskalopoulos, Aise Johan de Jong, Robert Friedman, Patrick X. Gallagher, Dorian Goldfeld, Brian Greene, Richard Hamilton, Hervé M. Jacquet, Troels Jørgensen, Ioannis Karatzas, Igor Krichever, John W. Morgan, Peter S. Ozsváth, D. H. Phong, Henry Pinkham, Shou-Wu Zhang**Associate Professors:** Michael Thaddeus, Eric Urban, Mu-Tao Wang**Assistant Professors:** Peter Bank, Joel Bellaïche, Xiadong Cao, Mirela Ciperiani, Zholiang Hou, Xiaoqing Li, Xiaobo Liu, Ciprian Manolescu, Robert W. Neel, Sean Paul, Julius Ross, Natasa Sesum, Mihai Sirbu**NSF Postdoctoral Fellow:** Kimball Martin

GENERAL INFORMATION

Students who have special placement problems, or are unclear about their level, should make an appointment with a faculty member or the chair.

Two help rooms, one in 404 Mathematics and one in 333 Milbank, will be open all term (hours will be posted on the door and the web) for students seeking individual help and counseling from the instructors and teaching assistants. No appointments are necessary. However, resources are limited and students who seek individual attention should make every effort to come during the less popular hours and to avoid the periods just before midterm and final exams.

COURSES FOR FIRST-YEAR STUDENTS

Groups and Symmetries (V 1010) and *Surfaces and Knots* (V 1011) give an introduction to aspects of contemporary mathematics, with high school mathematics as their only prerequisite. These courses are designed for students who do not intend to continue with any calculus offering.

The systematic study of Mathematics begins with one of the following alternative sequences: *Calculus I, II, III, IV* (Mathematics V 1101–2, V 1201–2); *Honors Math III–IV* (Mathematics V 1207–8).

Credit is allowed for only one of the calculus sequences. The calculus sequence is a standard course in differential and integral calculus. Honors Mathematics III–IV is for exceptionally well-qualified students who have strong advanced placement scores. It covers second-year Calculus (V 1201–2) and Linear Algebra (Mathematics V 2010), with an emphasis on theory.

Calculus II is NOT a prerequisite for Calculus III, so students who plan to take only one year of calculus may choose between I and II or I and III. The latter requires a B or better in Calculus I and is a recommended option for some majors.

Introduction to Number Theory (MATH V 1103) is a course that can be taken in their

first or second year by students with an aptitude for mathematics and an interest in theory.

PLACEMENT IN THE CALCULUS SEQUENCE

College Algebra and Analytical Geometry is a refresher course for students who intend to take Calculus but do not have adequate background for it.

Advanced Placement: Students who have passed the advanced placement test for Calculus AB with a grade of 4 or 5 or BC with a grade of 4 receive 3 points of credit. Those who passed Calculus BC with a grade of 5 will receive 4 points of credit or 6 points on placing into Calculus III or Honors Math III and completing with a grade of C or better.

Calculus I, II, III: Students who have not previously studied calculus should begin with Calculus I. Students with 3 or higher on the Calculus AB or BC advanced placement test may start with Calculus II. Students with 5 on the Calculus BC test should start with Calculus III.

Honors Mathematics III: Students who have passed the Calculus BC advanced placement test with a grade of 5, and who have strong mathematical talent and motivation, should start with Honors Mathematics III. This is the most attractive course available to well-prepared, mathematically talented first-year students, whether or not they intend to be mathematics majors. Students who contemplate taking this course should consult with the instructor. If this is not possible ahead of time, they should register and attend the first class.

REQUIREMENTS FOR THE MAJOR

The majors program in both mathematics and applied mathematics are appropriate for students who plan to continue their training in graduate school. Students who begin with Honors Mathematics III–IV will need to plan their succeeding course carefully with the help of an adviser.

For a major in Mathematics: 14 courses as follows:

Four courses in calculus or *Honors Mathematics III–IV*, including Advanced Placement Credit. Six courses in mathematics numbered above 2000, and four courses in any combination of mathematics and cognate courses. The courses in mathematics must include:

V 2010	<i>Linear Algebra</i> (or Honors Mathematics III–IV)
W 4041–2	<i>Introduction to Modern Algebra*</i>
W 4061–2	<i>Introduction to Modern Analysis*</i>
V 3951x, 3952y	<i>Undergraduate Seminar in Mathematics</i> (at least one term)

However, students who are not contemplating graduate study in mathematics may replace one or both of the two terms of MATH W 4061–W 4062 by one or two of the following courses: MATH V 2500, V 3007, or W 4032. In exceptional cases, the chair will approve the substitution of certain more advanced courses for those mentioned above.

*Note: It is strongly recommended that the sequences W 4041–2 and W 4061–2 be taken in separate years.

For a major in Applied Mathematics: 14 courses plus Junior Seminar in Applied Mathematics:

Four courses in calculus or *Honors Mathematics III–IV*, including Advanced Placement Credit.

V 2010	Linear Algebra
W 4061	Introduction to Modern Analysis
APMA E 4901	Seminar in Applied Mathematics: Fall, Junior year
APMA E 4903	Seminar in Applied Mathematics: Fall, Senior year
APMA E 3900	Undergraduate Research in Applied Mathematics

(APMA E 3900 may be replaced by the combination APMA E 4902/4904, second semester of the junior and senior applied mathematics seminar, when these are offered or, with approval, another technical elective for seniors that involves an undergraduate thesis or creative research report.)

Additional electives, to be approved by the Applied Math Committee, e.g.:

V 2500	Analysis and Optimization
V 3007	Complex Variables
V 3027	Ordinary Differential Equations
V 3028	Partial Differential Equations
V 3030	Dynamical Systems
W 4032	Fourier Analysis
SIEO W 3658	Probability
APMA E 4300	Numerical Methods

For a major in Mathematics–Statistics: 14 courses:

Five courses in mathematics:

V 1101, V 1102 and V-1201	Calculus I, II and III or equivalent
MATH V 2010	Linear Algebra
MATH V 2500	Analysis and Optimization

Five courses in statistics:

STAT W 1211	Introduction to Statistics B
STAT W 3000	Introduction to Statistics: Probability Models or
SIEO W 4105	Probability
STAT W 3659 or W 4107	Statistical Inference
STAT W 4315	Linear Regression Models
IEOR E 4106	Introduction to Operations Research: Stochastic processes or
SIEO W 4606	Elementary Stochastic Processes

One course in computer science that requires substantial work in programming.

Three courses of electives: An approved selection of advanced courses in mathematics, statistics, applied mathematics, computer science, or mathematical methods courses in physical or social sciences, including biology, economics, and physics.

Students should plan to include a senior thesis or the Undergraduate Seminar in Mathematics in their program, in consultation with their advisors.

Note: Students must obtain approval from an adviser in each of the two departments before selecting electives. Students should take MATH V 2010 Linear Algebra in the second semester of the second year. With the approval of their adviser, students may replace the two requirements STAT W 3000 or SIEO W 4105 and STAT W 3659/4107 with the 6-point course STAT W 4109.

For a major in Mathematics–Computer Science:

15 courses as follows:

Courses in mathematics:

V 1101, V 1102, V 1201, V 1202 or V 1207, V 1208	Calculus I, II, III, IV (including AP Credit) Honors Math III, IV (Note A)
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V 2010	Linear Algebra
V 3020*	Number Theory and Cryptography (Note B)
W 4041	Introduction to Modern Algebra
W 4061*	Introduction to Modern Analysis (Note C)
V 3951 or V 3952	Undergraduate Seminars in Mathematics

Courses in computer science:

W 1004	Computer Science I (or AP credit)
W 1007	Computer Science II
W 3137	Data Structures and Algorithms
W 3157	Computer Science III (Advanced Programming)
W 3203	Discrete Mathematics
W 3261	Computability and Models of Computation
W 3827	Fundamentals of Computer Systems
W 4231*	Analysis of Algorithms I
W 4241*	Numerical Algorithms and Complexity I

*Electives—take two of four; in exceptional cases, other courses may be substituted with the approval of departmental representatives of both departments.

Note A: The Honors sequence also fulfills the MATH V 2010 Linear Algebra requirement.

Note B: May substitute MATH V 3021 or BC 2006 or MATH V 1103.

Note C: May substitute MATH V 2500, V 3007, V 4032, V 3386, or W 4051.

Students seeking to pursue a Ph.D. program in either discipline are urged to take additional courses, in consultation with their advisers.

For a major in Economics and Mathematics, see page 189.

REQUIREMENTS FOR THE MINOR

For a minor in Mathematics or Applied Mathematics: Six courses from any of the courses offered by the department except W 1003 College Algebra and Analytic Geometry, V 1101/2 Calculus I/II.

COURSES OF INSTRUCTION

Courses for First-Year Students

MATH V 1010x

Groups and Symmetry

An elementary introduction to the concept of a group. Groups of symmetries in art, architecture, and science. Groups of permutations. —Staff

Prerequisite: Intermediate algebra, geometry, and trigonometry.

3 points. Not offered in 2005–06.

MATH V 1011y

Surfaces and Knots

An elementary introduction to contemporary topology. Topological graph theory. Surfaces, knots, links, and braids. —Staff

Prerequisite: Intermediate algebra, geometry, and trigonometry.

3 points. Not offered in 2005–06.

MATH V 1101x, y
Calculus I

Functions, limits, derivatives; introduction to integrals. —Staff

Prerequisite: A firm grasp of high school mathematics through trigonometry, or MATH W 1003 or the equivalent. The Help Room, 333 Milbank (hours posted on door), is open to students seeking individual help from the instructors and teaching assistants.

www.math.columbia.edu/courses/milbankhelp

3 points.

MATH V 1102x, y
Calculus II

Methods of integration; applications of the integral; Taylor's theorem; infinite series; sequences and series. —Staff

Prerequisite: Course V 1101 or the equivalent.

3 points.

MATH V 1103x
Introduction to Number Theory

An introduction to mathematical proof, through the study of proofs in elementary number theory. Topics taken from congruences, quadratic residues and reciprocity, sums of squares, Pells equation, RSA encryption, arithmetic functions, circle problem and divisor problem, distribution of primes, approximation of real numbers by rational numbers. —Gallagher

Prerequisite: High school Calculus or Calculus 1. May not be taken or credit after 1107 or 3007 or 3020 or 3040 or 4261.

3 points Not offered in 2005–06.

MATH V 1201x, y
Calculus III

Vectors in dimensions 2 and 3, complex numbers and the complex exponential function with applications to differential equations, Cramer's rule, vector-valued functions of one variable, scalar-valued functions of several variables, partial derivatives, gradients, surfaces, optimization, the method of Lagrange multipliers. —Staff

Prerequisite: Either MATH V1101 with a grade of B or better or MATH V1102.

3 points.

MATH V 1202x, y
Calculus IV

Multiple integrals, line and surface integrals, calculus of vector fields, fourier series. —Staff

Prerequisite: MATH V 1201 or the equivalent.

3 points.

MATH V 1207x, 1208y
Honors Mathematics III, IV

A unified treatment of multivariate calculus and linear algebra from a rigorous point of view. Students are required to attend the recitation. —Staff

Prerequisite: A grade of 5 in the Advanced Placement Exam (BC level) and a strong interest in learning how to construct mathematical proofs. Course V 1207 is the prerequisite for V 1208.

4 points.

General Courses**MATH BC 2006x**
Combinatorics

Honors-level introductory course in enumerative combinatorics. Pigeonhole principle, binomial coefficients, permutations and combinations, Polya enumeration, inclusion-exclusion principle, generating functions and recurrence relations. —Staff

Prerequisite: MATH V 2010 is helpful as corequisite, not required.

3 points. Not offered in 2005–06.

MATH V 2010x,y

Linear Algebra

Vector spaces, linear transformations, matrices, eigenvalues and eigenvectors, canonical forms, applications. —Staff

Prerequisite: Calculus III

3 points.

MATH V 2500y

Analysis and Optimization

Mathematical methods for economics. Quadratic forms, Hessian, implicit functions. Convex sets, convex functions. Optimization, constrained optimization, Kuhn-Tucker conditions. Elements of the calculus of variations and optimal control. —Staff

Prerequisites: Calculus I-III or the equivalent, MATH V 2010 Linear Algebra.

3 points.

MATH V 3007x, y

Complex Variables

Elementary course in functions of a complex variable; fundamental properties of the complex numbers; differentiability. Cauchy-Riemann equations; Cauchy integral theorem; Taylor and Laurent series, poles, and essential singularities; residue theorem and conformal mapping. —Staff

Prerequisite: V 1202.

3 points.

MATH V 3020x

Number Theory and Cryptography

Congruences. Primitive roots. Quadratic residues. Contemporary applications. —Staff

Prerequisite: One year of calculus.

3 points. See MATH V 1103.

MATH V 3021y

Combinatorial Number Theory

Advanced topics in number theory. Continued fractions. Approximations by rational numbers.

Transcendental numbers. Arithmetic functions. Partitions of numbers and their generating functions.

Stress on the combinatorial and algorithmic aspects of number theory. Contemporary applications. —Staff

Prerequisite: MATH V 3020 or MATH W 4041.

3 points.

MATH V 3027x

Ordinary Differential Equations

Equations of order one; systems of linear equations. Second order equations. Series solutions at regular and singular points. Boundary value problems. Selected applications. —Staff

Prerequisite: MATH V 1102 and 1201 or equivalent. *Corequisite:* MATH V 2010 or equivalent.

3 points.

Upper-Level Courses

MATH V 3028y

Partial Differential Equations

Introduction to partial differential equations; first-order equations; linear second-order equations; separation of variables; solution by series expansions; boundary value problems. —Staff

Prerequisite: Course V 3027 or the equivalent and MATH V 2010 or the equivalent.

3 points.

MATH V 3030x

Dynamical Systems

Systems of differential equations, in particular nonlinear systems. Qualitative study of the solutions.

Chaos. —Staff

Prerequisite: MATH V 1202 or V 1205, and MATH W 2010.

3 points. Not offered in 2005–06.

MATH V 3050y**Discrete Time Models in Finance**

Elementary discrete time methods for pricing financial instruments, such as options. Notions of arbitrage, risk-neutral valuation, hedging, term-structure of interest rates. —Staff

Prerequisite: MATH V 1101, 1102, 1201, V 2010. *Recommended:* MATH V 3027 (or MATH E 1210) and SIEO W 3600.

3 points.

MATH V 3386x**Differential Geometry**

Local and global differential geometry of submanifolds of Euclidean 3-space. Frenet formulae for curves. Various types of curvature for curves and surfaces and their relations. The Gauss-Bonnet theorem. —Staff

Prerequisite: MATH V 1202 or the equivalent.

3 points.

MATH V 3901x, 3902y**Supervised Readings in Mathematics**

Guided reading and study in mathematics. A student who wishes to undertake individual study under this program must present a specific project to a member of the staff and secure his or her willingness to act as sponsor. Sponsorship is limited to full-time instructors on the staff list. Written reports and periodic conferences will be required. —Staff

Permission of the chair and of the staff member who agrees to act as sponsor is required.

2 or 3 points.

MATH V 3951 x, 3952y**Undergraduate Seminars in Mathematics**

Subject matter is announced at the start of registration and is different in each section. Each student prepares talks, to be given to the seminar, under the supervision of a faculty member or senior teaching fellow. —Staff

Prerequisite: Open to seniors and qualified juniors with the permission of the faculty member in charge of the seminar.

3 points. Consult 4th-floor bulletin board, Mathematics Building, for organizational meeting date and time, during registration period.

MATH W 4032x**Fourier Analysis**

Fourier series and integrals, discrete analogues, inversion and Poisson summation formulae, convolution, Heisenberg uncertainty principle. The course will stress the application of Fourier analysis to a wide range of disciplines. —Staff

Prerequisite: Three terms of calculus and linear algebra or four terms of calculus.

3 points.

MATH W 4041x, W 4042y**Introduction to Modern Algebra**

The second term of this course may not be taken without the first. Groups, homomorphisms, ring ideals, fields, polynomials, and field extensions. Galois theory. —Staff

Prerequisite: MATH V 1202, V 2010, or the equivalent.

3 points.

MATH W 4043x,y**Advanced Topics in Algebra**

Advanced topics in algebra chosen from the following list. Ring theory, applications to algebraic geometry, geometry and number theory. Linear algebra: classical groups, projective geometry, Bruhat decomposition, classical groups over finite fields, linear representations of finite groups. Quadratic forms: orthogonal groups, quadratic forms over the fields of real and complex numbers, the finite fields, p-adic fields, the field of rational numbers, quadratic extensions. Field theory and Galois theory: finite fields, p-adic fields, quadratic fields, cyclotomic fields. The topics for 2004–05

are x: Algebraic Number Theory and y: Representations of Finite Groups. —Glass, Gallagher

Prerequisite: MATH W 4041–4042.

3 points.

MATH W 4044y

Representations of Finite Groups

Finite groups acting on finite sets and finite dimensional vector spaces. Group characters. Relations with subgroups and factor groups. Arithmetic properties of character values. Applications to the theory of finite groups: Frobenius groups, Hall subgroups and solvable groups. Characters of the symmetric groups. Spherical functions on finite groups.

Prerequisites: Math V2010 and Math W4041 or the equivalent.

3 points.

MATH W 4050x, V 3380y

Topics in Geometry and Topology

Advanced topics in geometry and topology chosen by the instructor from the following list. Non-Euclidean geometry (e.g., hyperbolic, elliptic, projective), combinatorial topology, algebraic topology, knot theory, braid theory, Morse theory, dynamical systems, foliations, graph theory. —Staff

Prerequisites: Check with instructor.

3 points. Not offered in 2005–06.

MATH W 4051y

Basic Topology

Metric spaces, continuity, compactness, quotient spaces. The fundamental group of a topological space. Examples from knot theory and surfaces. Covering spaces. —Staff

Prerequisite: MATH W 4041 or the equivalent. MATH V 1208 or W 4061 recommended.

3 points.

MATH W 4061x, 4062y

Introduction to Modern Analysis

The second term of this course may not be taken without the first. Real numbers, metric spaces, elements of general topology. Continuous and differentiable functions. Implicit functions. Integration; change of variables. Function spaces. Further topics chosen by the instructor. —Staff

Prerequisite: MATH V 1202 or the equivalent, and MATH V 2010.

3 points.

MATH W 4071x

Introduction to the Mathematics of Finance

The mathematics of finance, principally the problem of pricing derivative securities, developed using only calculus and basic probability. Topics include mathematical models for financial instruments, Brownian motion, normal and lognormal distributions, the Black-Scholes formula, and binomial models. —Staff

Prerequisites: MATH V 1202, V 3027, STAT W 4150 or their equivalents.

3 points.

MATH W 4081y

Introduction to Differentiable Manifolds

The implicit function theorem. Concept of a differentiable manifold. Tangent space and tangent bundle, vector fields, differential forms. Stokes' theorem, tensors. Introduction to Lie groups. —Staff

Prerequisite: MATH W 4051 or MATH W 4061 and MATH V 2010.

3 points.

MATH W 4155y
Probability Theory

A rigorous introduction to the concepts and methods of mathematical probability starting with basic notions and making use of combinatorial and analytic techniques. Generating functions. Convergence in probability and in distribution. Discrete probability spaces, recurrence and transience of random walks. Infinite models, proof of the law of large numbers and the central limit theorem. Markov chains. —Bank

Prerequisite: Either MATH W4061 or V3007.
3 points.

MATH W 4386–W 4387
Geometrical Concepts in Physics

Material from topology and geometry with illustrations of their use in electrodynamics, general relativity, and Yang-Mills theory. In particular, topological and differential manifolds, tensors, vector bundles, connections, and Lie Groups are covered. —B. Greene

Prerequisites: MATH V 1202 or the equivalent and V 2010.
3 points. Not offered in 2005–06.

Graduate Courses

Certain graduate courses given in the University are open to qualified majors with the consent of the major adviser. These courses are described in the *Bulletin of the Graduate School of Arts and Sciences*.

MEDIEVAL AND RENAISSANCE STUDIES

421 Barnard Hall

854-2112

www.barnard.edu/medren

pplatt@barnard.edu

This program is supervised by the Committee on Medieval and Renaissance Studies:

Art History: Professors Keith Moxey, James Beck (CU), Stephen Murray (CU), David Rosand (CU); Assistant Professor Holger Klein (CU)

Classics: Professor Carmela Franklin (CU)

English: Professors Kathy Eden (CU), Anne Prescott, Joan Ferrante (CU), Robert Hanning (CU), David Scott Kastan (CU), James Shapiro (CU), Jean Howard (CU), Paul Strohm (CU); Associate Professors Peter Platt (Chair), Julie Crawford (CU), Assistant Professors Patricia Dailey (CU), Molly Murray (CU) and Elizabeth Weinstock

French: Assistant Professor Paul Creamer, Lecturer Timea Szell (CU); Lecturer Laurie Postlewaite

History: Professor Martha Howell (CU); Associate Professors Joel Kaye, Adam Kosto (CU); Assistant Professor Matthew Jones (CU)

Italian: Professor Teodolinda Barolini (CU); Associate Professor Jo Ann Cavallo (CU)

Philosophy: Professor Alan Gabbey, Associate Professor Christia Mercer (CU)

Religion: Professors Robert Somerville (CU), Peter Awn (CU); Associate Professor Elizabeth Castelli

Spanish and Latin American Cultures: Professors Marcia Welles, Gonzalo Sobejano (CU); Assistant Professor Michael Agnew (CU)

This program enables undergraduates to acquire a thorough knowledge of the most important aspects of Medieval or Renaissance civilizations and to gain an awareness of the interdependence of historical and cultural developments.

REQUIREMENTS FOR THE MAJOR

Major programs are established individually with a concentration in one of these disciplines: art history, history, literature, philosophy, romance philology, music, or religion. Each student, after consultation with the chair, chooses an adviser in her area of concentration who guides her in developing a sequence of courses to be taken in the field.

A minimum of 11 courses is required for the major in Medieval and Renaissance Studies:

Five courses in the area of concentration;

Two history courses for students who are not concentrating in history;

Two courses in the other disciplines mentioned above for those who are;

Two electives in areas outside the concentration, to be chosen in consultation with the adviser; and

MRS BC 3998x and MRS BC 3999y, Directed Research, a two-semester program of interdisciplinary research leading to the writing of the senior essay.

(In some cases, a senior seminar in one of the departments may be substituted for MRS BC 3998x or 3999y.)

Students are required to write an interdisciplinary senior essay based on two semesters of research in their field of concentration and in another discipline, carried out under the supervision of their area adviser and another from the second discipline. The choice of

topic for this senior project and the appointment of a second adviser are determined in consultation with the area adviser and the chair of the program.

In addition to the language used to fulfill the general four-semester requirement for graduation, the student must have completed two semesters of a second language (or the equivalent) relevant to her area of concentration.

The following courses represent only a sample of those that can be taken to satisfy the program requirement. Other relevant courses may be taken with the permission of the chair.

No minor is offered in Medieval and Renaissance Studies.

COURSES OF INSTRUCTION

MRS BC 3998x, 3999y

Directed Research for the Senior Project

Two semesters of supervised interdisciplinary research in Medieval or Renaissance Studies terminating in the writing of a senior essay. The program of research is determined in consultation with the chair and under the guidance of the area adviser. It is supervised by the latter and an adviser from the second discipline involved in the project. —Staff

4 points.

Art History

AHIS W 3200x

Medieval Millenium

—S. Murray

3 points.

AHIS V 3400x

Italian Renaissance Painting—15th Century

—J. Beck

3 points.

AHIS V 3437y

Italian Renaissance Painting—16th Century

—J. Beck

3 points.

AHIS W 3917y

Kings, Caliphs, and Emperors: Images of Authority in the Era of the Crusades

—A. Walker

4 points.

AHIS W 4480y

Art in the Age of Reformation

—K. Moxey

3 points.

AHIS G4000x

Gothic Sculpture

—S. Murray

3 points.

Classics

LATN V 3033x

Medieval Literature

—Instuctor TBA

3 points.

LATN V 4152y

Medieval Latin: Prose

—Instructor TBA

3 points.

English

ENTH BC 3136y

Shakespeare in Performance

—P. Denison

4 points.

ENGL BC 3154x

The Early Chaucer

—T. Szell

3 points. Not offered in 2005–06.

ENGL BC 3155y

The Canterbury Tales.

—T. Szell

3 points. Not offered in 2005–06.

ENGL BC 3158y

Medieval Literature: Performing the Passion in Late-Medieval Culture

—E. Weinstock

3 points.

ENGL BC 3140x

Renaissance Women Writers

—A. Prescott and L. Postlewaite

3 points.

ENGL BC 3140y

Religious Differences in Renaissance England

—A. Guibbory

3 points.

ENGL BC 3163x, 3164y

Shakespeare

—P. Platt

3 points.

ENGL BC 3165y

The English Renaissance

—A. Prescott

3 points. Not offered in 2005–06

ENGL BC 3166x

Seventeenth-Century Prose and Poetry

—A. Guibbory

3 points.

ENGL BC 3167x

Milton

—A. Guibbory

3 points.

ENGL BC 3169y

Renaissance Drama: Kyd to Ford

—P. Platt

3 points.

French

FREN BC 3021

Major French Texts I

—L. Postlewaite

3 points.

FREN BC 3029

Laughter in the Middle Ages and Renaissance

—L. Postlewaite

3 points.

History

HIST W 1061x

Introduction to Early Middle Ages

—A. Kosto

3 points.

HIST BC 1062y

Introduction to Later Middle Ages: 1050–1400

—J. Kaye

3 points.

HIST BC 3062x

Medieval Intellectual Life: 1050–1450

—J. Kaye

3 points.

HIST BC 4062x

Medieval Economic Life

—J. Kaye

4 points. Not offered in 2005–06

HIST C 3940

Science across Cultures

—J. Kaye and M. Jones

4 points.

Italian

ITAL V 3333x

Introduction to Italian Literature I (in Italian)

—J. Cavallo

3 points.

ITAL W 4030x

Tasso

—J. Cavallo

3 points.

Philosophy

PHIL V 1202y

The History of Philosophy, II: Aquinas to Kant

—C. Mercer

3 points.

PHIL V 3230x

Early Modern Philosophy

—A. Gabbey

3 points.

Spanish

CCLS W 4140

Medieval Lyric (in English)

—M. Agnew and S. Boynton

4 points.

CCLS W 3810

Don Quixote and the Renaissance Imagination (in English)

—P. Grieve

SPAN V 3353

Literature and Culture of Spain: Medieval through Golden Age (in Spanish)

—M. Agnew

3 points.

CLSP G 4015

La Celestina / The Book of Good Love (in English)

—M. Agnew

4 points.

For other Columbia courses and graduate courses, please consult the proper catalogues and see Professor Platt (854-2112, 421 Barnard).

MUSIC

Barnard Office: 319 Milbank Hall
Columbia Department of Music: 621 Dodge

854-5096
854-3825

Senior Lecturer: Gail Archer (Director)

Other officers of the University offering courses listed below:

Professors: Walter Frisch, Brad Garton, Fred Lerdahl, George Lewis, Tristan Murail, Elaine Sisman

Associate Professors: Joseph Dubiel (Chair), David E. Cohen

Assistant Professors: Susan Boynton, Sebastian Currier, Aaron Fox, Guiseppe Gerbino, Ana Maria Ochoa, Christopher Washburne

Director of Music Performance: Deborah Bradley-Kramer

Music Associates: Kristina Boerger, Spiro Malas, Jane McMahan, Lynn Owen

CU Associates: Sarah Adams, Anahid Ajemian, Eliot Bailen, Allen Blustine, Vicki Bodner, Yari Bond, David Brayard, Marshall Coid, Kenneth Cooper, Mark Goldberg, Antigoni Goni, June Han, Robert Ingliss, Sue Ann Kahn, Donald Hayward, Min-Young Kim, Arthur Kampela, Erica Kieswetter, Tom Kolor, Jean Kopperud, Anthony Korf, David Krauss, Jeremy McCoy, Linda McKnight, Jeffrey Milarsky, Mary Monroe, Rosamund Morley, Morris Newman, Ah-Ling Neu, Tara Helen O'Connor, Neils Ostbye, Muneko Otani, Susan Palma-Nidel, James Preiss, Susan Rotholz, Don Sickler, Michael Skelly, Taimur Sullivan, Wendy Sutter, Scott Temple, Steve Turre, Reiko Uchida, Ben Waltzer, Steve Williamson

REQUIREMENTS FOR THE MAJOR

Program of Study: to be planned with the department consultant before the end of the sophomore year. Prospective music majors should complete the prerequisites by the end of their sophomore year and are encouraged to complete them by the end of their first year. By the end of her first year as a music major she should select a faculty adviser.

Prerequisite: BC 1001 or 1002, MUSI V 1002 *Fundamentals of Western Music*, and MUSI V 1312 *Introductory Ear-training*. Prospective music majors are advised to satisfy the prerequisites prior to their declaration as majors or before the end of their sophomore year. This requirement may be fulfilled either through successful completion of the courses or satisfactory performance on examinations administered each semester by the department.

Courses: At least 40 points, including MUSI V 2318–V 2319 *Diatonic Harmony and Counterpoint*; V 3321–V 3322 *Chromatic Harmony and Counterpoint*; four semesters of ear-training, unless the student is exempt by exam; the following two history courses: V 3128 *History of Western Music I: Middle Ages to Baroque* and V 3129 *History of Western Music II: Classical to 20th Century*; and at least three 3000- or 4000-level electives in your area of interest (theory, history, composition, or ethnomusicology). The remaining points are chosen from 2000- to 4000-levels. At least one elective course must deal with a non-tonal repertoire. No more than 6 points of 2000-level courses and no more than 4 points of instrumental or vocal lessons will count toward the major.

Senior Project: Working with her adviser, a major must complete an original project in her senior year. Normally, it may be the expansion of a paper done in a 4000-level course (as long as it deals with primary sources), a composition, or a recital.

Keyboard Proficiency: Music majors will be required to take a keyboard proficiency exam, which must be arranged by making an appointment with a member of the piano faculty, immediately upon declaration of the major. Those who do not pass the exam will

be required to take MUSI W 1517x–W 1518y, for 1 point each term, which will count against the maximum 4 points allowed toward completion of the major.

Languages: For students who plan to do graduate work in music, the study of German, French, Italian, and/or Latin is recommended.

Note: With the permission of Gail Archer, Barnard Director, students may take lessons at the Manhattan School of Music or the Juilliard School. For non-majors, there is a six-semester limit, but majors may continue for the remainder of their program.

Practice rooms: Piano practice rooms are available, at a nominal fee, upon application to the Music Department in 319 Milbank. Application should be made during the first week of classes. Preference in assigning hours is given to students taking piano instruction, majors, and concentrators, in order of application. The organ studio in St. Paul's Chapel is available for organ practice. Arrangements should be made with Mary Monroe, Associate in Organ Performance, during the first week of classes.

REQUIREMENTS FOR THE MINOR

Courses for the minor: Four terms of theory, four terms of ear-training, and two terms of history.

Performance Activities

Participation in the following activities is open to all members of the University community. Music majors are urged to join at least one of the groups. Students who wish to receive course credit may register for the courses as listed.

Columbia University Orchestra and Chamber Ensemble. Jeffrey Milarsky, conductor. See MUSI V 1591x–1592y for the audition schedule and description of activities.

Chamber Ensemble. Deborah Bradley, Director of the Music Performance Program. See MUSI V 1598x–1586y for audition information and description of activities.

Barnard-Columbia Chorus and Chamber Singers. Gail Archer, director. See MUSI V 1593x–1594y and MUSI V 1595x–1596y for audition information and description of activities.

Columbia University Jazz Ensemble. Christopher Washburne, director. See MUSI V 1618x–1619y for audition information and description of activities.

Instrumental and Vocal Instruction. With appropriate prior approval, qualified students may take music lessons, one course per term, for a maximum of six terms. Only the Music major and minor may take lessons every term.

Collegium Musicum. Auditions are held at the beginning of each term. The aim of the Collegium Musicum is to perform neglected and unfamiliar vocal and instrumental music. Activities are supervised by the graduate student director, and the Collegium usually gives two public concerts each semester.

COURSES OF INSTRUCTION

MUSI BC 1001x, BC 1002y

An Introduction to Music

x: A survey of the development of Western music from 6th-century Gregorian Chant to Mozart, with emphasis upon important composers and forms. Extensive listening required. y: A survey of the development of Western music from the first Viennese Classical school at the end of the 18th century to the present, with emphasis upon composers and forms. Extensive listening required. —G. Archer

No previous knowledge of music is required.

3 points. Sec. 1 MW 1:10–2:25; Sec. 2 TuTh 1:10–2:25

MUSI V 1002x, y
Fundamentals of Western Music

A student may place out of this course with a score of 5 on the Advanced Placement Examination or by an examination given by the Department at the beginning of the semester. The basic elements of music to be studied with the aim of developing musicianship will include notation, dictation, sight-singing, transposition, aural recognition of the simpler forms, triad identification, cadence types, and voice-leading in two parts. —Instructor TBA

Corequisite: MUSI V 1312

3 points.

MUSI BC 1501x, BC 1502y
Voice Instruction

Entrance by audition only (call department during registration for time and place of audition). One-hour private lesson weekly. —Staff

1 point.

Theory and Ear-Training Sequence

MUSI V 2318x–V 2319y
Diatonic Harmony and Counterpoint, I and II

Principles of melodic construction, voice leading, harmony, and counterpoint in modal and tonal music. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. —Sec.1: Instructor TBA; Sec.2: Instructor TBA

Prerequisite: MUSI V 1002 or the equivalent. Corequisite, x and y: An ear-training lab to be determined by a placement exam given at the beginning of the term.

3 points.

MUSI V 3321x–V 3322y
Chromatic Harmony and Counterpoint, I and II

Principles of chromatic voice leading and chromatic chord construction. Composition of exercises and pieces in prescribed styles; close analysis of selected compositions. —Sec.1: Instructor TBA; Sec.2: Instructor TBA

Prerequisite: MUSI V 2318–2319 and completion of any two semesters of ear-training, the most recent with a grade of B– or better. Corequisite, x and y: An ear-training lab.

3 points.

Please note: For the following ear-training labs, students must take a placement test at the beginning of the term and may not register without the permission of the Ear-training Coordinator.

MUSI V 1312x, y
Introductory Ear-training

Introduction to basic skills in sight reading. Instruction includes reading rhythms in simple meter, solfege recitation, and sight-singing simple melodies. —Instructor TBA

1 point.

MUSI V 2314x, y
Ear-training I

Designed to improve the student's basic skills in sight-singing and rhythmic and melodic dictation with an introduction to four-part harmonic dictation. —Instructor TBA

1 point.

MUSI V 2315x, y
Ear-training II

Techniques of sight-singing and dictation of diatonic melodies in simple and compound meter, with strong emphasis on harmonic dictation. —Instructor TBA

1 point.

MUSI V 3316x, y

Ear-training III

Sight-singing techniques of modulating diatonic melodies in simple, compound, or irregular meters which involve complex rhythmic patterns. Emphasis is placed on four-part harmonic dictation of modulating phrases. —Instructor TBA

1 point.

MUSI V 3317x, y

Ear-training IV

Techniques of musicianship at the intermediate level, stressing the importance of musical nuances in sight-singing. Emphasis is placed on chromatically inflected four-part harmonic dictation.

—F. Murail

1 point.

MUSI W 4318y

Ear-training V

Advanced dictation, sight-singing, and musicianship, with emphasis on 20th-century music.

—F. Murail

1 point.

MUSI V 2010

Rock 'n' Roll

A study of rock music from the perspective of issues in contemporary cultural theory, with special emphasis on political significance and diverse representations of race and gender. —Instructor TBA

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent. —Instructor TBA

3 points. Not offered in 2005–06.

MUSI V 2013

Popular Musics of the Americas: Africa

An exploration of some of Africa's past and present contributions to the popular musics of the Americas. Topics include the African presence in jazz and blues, the return impact of African-American musics on Africa, and the prominent role of African styles in the development of "world beat" and global pop.

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2005–06.

MUSI V 2014

Popular Musics of the Americas: Country Music

A survey of the social, musical, and commercial history of "country and western" music and its antecedent and related genres in the U.S. and as a global style, focusing on the history of recording technology, popular imaginings of rusticity, race, class, and gender in country music, and the lived experience of country music's listeners and creators in various eras and locales. Class projects will include the production of a series of radio shows (by groups of students) for the actual broadcast.

—G. Lewis

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points.

MUSI V 2015y

Music in the United States

Main currents in American musical life, with emphasis on ragtime, jazz hymnody, spirituals, blues, popular song, and major works of Copland, Ives, Ellington, Gershwin, Billings, Foster, and Reich.

—G. Lewis

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2005–06.

MUSI V 2016**Jazz**

The musical and cultural features of jazz, beginning in 1900.

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2005–06.

MUSI V 2023**Beethoven**

The study of the life and works of Ludwig van Beethoven, with emphasis on selected symphonies, string quartets, and piano sonatas.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2005–06.

MUSI V 2024**Mozart**

The life, works, and cultural milieu of Wolfgang Amadeus Mozart, with emphasis on selected symphonies, string quartets, piano concertos, and operas.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2005–06.

MUSI V 2025x**The Opera**

The development of opera from Monteverdi to the present.

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent. —K. Henson

3 points.

MUSI V 2205x–V 2206y**MIDI Music Production Techniques**

An introduction to the potential of digital synthesis by means of the MIDI (Musical Instrument Digital Interface). The goals, in addition to teaching proficiency in elementary and advanced MIDI techniques, will be to challenge some of the assumptions about music built into the MIDI specifications and to foster a creative approach to using MIDI machines. —x: B. Garton; y: Instructor TBA

Prerequisite: MUSI BC 1001 or BC 1002 or the equivalent.

3 points.

MUSI V 2500x**Women and Music**

Explores the complex relationships of women and Western art music from the Middle Ages to the 20th century. Women are studied not only as creators and performers but also as patrons and muses, and through their musical representations in the repertoire. —S. Boynton.

Prerequisite: BC1001 or BC1002 or the equivalent.

3 points.

MUSI V 3120**From Source to Sound: The Interpretation of Medieval Music**

Methods, problems, and possibilities for re-creating the oldest extant body of Western music (1000–1300 C.E.). By directly confronting musical manuscripts, translated theoretical treatises, and performance contexts, students will develop their ability to think critically about the music of the past and modern attempts to describe it.

Prerequisite: BC 1001 or BC 1002 or the equivalent, and the ability to read music.

3 points. Not offered in 2005–06

MUSI V 3128x**History of Western Music I: Middle Ages to Baroque**

A survey of Western music from Antiquity through Bach and Handel, focusing on the development of musical style and thought, and analysis of selected works. —G. Gerbino

Pre- or co requisite: V2318–V2319

3 points.

MUSI V 3129y

History of Western Music II: Classical to the 20th Century

A survey of Western music from the Classical era to the present day, focusing on the development of musical style and thought, and on analysis of selected works. —K. Henson

Pre- or co requisite: V2318–2319

3 points.

MUSI V3136

The Operas of Verdi

A historical and critical introduction to the operas of Giuseppe Verdi. The course will focus on Macbeth (1847), La Traviata (1853), Don Carlos (1867), and Otello (1887); on performance and staging; and on Verdi as innovator as well as populist in the history of music theater.

3 points. *Not offered in 2005–06.*

MUSI V 3138

The Music of Brahms

A survey of the music of Brahms, examining a wide range of genres as well as his historical and cultural position in the 19th century.

Prerequisite: BC 1001 or BC 1002.

3 points. *Not offered in 2005–06.*

MUSI BC 3139

Vocal Technique and Expression–I

Using various styles of English and American song, classical and popular, developing and intermediate singers study technical and performance skills that further vocal effectiveness, leading to an in-class performance. —J. McMahan

Prerequisite: Audition and permission of the instructor. Limited to 12 students.

3 points.

MUSI V 3140x, y

Vocal Repertoire, Technique, and Expression II

Voice and movement exercises for breathing, support, articulation, registration, and timbre.

Exploration of wide-ranging repertoires, styles, and languages of the Western European song tradition. Attention to meaning of text and musical interpretation. Study and practice of all elements of song needed for effective vocal performance. —J. McMahan

3 points. *TuTh 4:10*

MUSI V3163

Sonic Texts of the Black Atlantic

The course examines the importance of music and improvisation to the arts of the Black Atlantic, proceeding in semi-chronological fashion in presenting creative writing, recorded performances, and visual forms in which music is a central metaphor. Critical/historical texts are used to support topics that include African oral narrative, music during American chattel slavery, minstrelsy, the music of Harlem Renaissance composers, bebop and the world of the Beats, free improvisation, hip-hop, classical music and opera, and contemporary avant-garde digital technologies of text and sound.

Prerequisite: Reading knowledge of music is not required.

3 points. *Not offered in 2005–2006*

MUSI V3145x

Music for Piano

Surveys and analyzes the major literature for piano and other keyboard instruments by 17th through 21st century composers. We will address issues of performing, competitions, historical performance practices; compare the major "piano schools" (Russian, German, French, American); and consider the history and evolution of the instrument. Live performances inside and outside the classroom. —D. Bradley-Kramer

3 points. *Not offered in 2005 – 2006.*

MUSI V3165x**Jazz and Improvised Music After 1950**

This course examines the musical forms, techniques, and intellectual and social issues surrounding Jazz and improvised music after 1950, via listening and reading assignments, guest musicians and scholars, and representative live performances. Topics include genre and canon formation, gender, race and cultural nationalisms, debates around art and the vernacular, globalization, and media reception.—G. Lewis

Prerequisite: Reading knowledge of music not required.

3 points.

MUSI V 3175**Historical Survey of the Cultural Theory of Music**

An introduction to the main bodies of modern cultural theory. Asks how these theories play in our understanding of the musics traditionally studied and how to begin formulating new questions about these musics.

Listening assignments complement readings whenever possible.

Prerequisite: BC 1001 or BC 1002 or the equivalent.

3 points. Not offered in 2005–06.

MUSI V 3241x–V 3242y**Advanced Composition**

Composition in more extended forms. Survey of advanced techniques of contemporary composition. —x: Instructor TBA; y: Instructor TBA

Prerequisite: MUSI V 3310y or permission of the instructor.

3 points.

MUSI V 3250y**Introduction to Music Cognition**

Study of music cognition from the perspective of music theory, with interdisciplinary connections to psychoacoustics, theoretical linguistics and cognitive psychology. —F. Lerdahl

Prerequisite: V 2318–V 2319 or the equivalent.

3 points.

MUSI V 3302**Introduction to Set Theory**

A study of the basic principles of set theory through the writings of Schoenberg, Babbitt, Forte, Martino, Lewin, et al. Concepts illustrated with examples from late 19th- and early 20th-century repertoire.

Fulfills the requirement of the 3000-level advanced theory elective. Prerequisite: MUSI V 3322 and either MUSI V 3126 or V 3379 or permission of the instructor.

3 points. Not offered in 2005–06.

MUSI V 3305**Theories of Heinrich Schenker**

An examination of Schenker's concepts of the relation between strict counterpoint and free writing; "prolongation"; the "composing-out" of harmonies; the parallels and distinctions between "foreground," and "background"; and the interaction between composing-out and thematic processes to create "form."

Prerequisite: MUSI V 3322 or the equivalent.

3 points. Not offered in 2005–06.

MUSI V 3310x**Techniques of 20th Century Music**

Material, styles, and techniques of 20th-century music. Topics include scales, chords, sets, atonality, serialism, neo-classicism, and rhythm. Assignments include analysis and compositional exercises.

—F. Lerdahl

Prerequisite: MUSI V 3321x completed plus MUSI V 3322 completed or concurrent.

3 points.

Asian Humanities-Music AHMM V 3320x

Introduction to the Music of East Asia and Southeast Asia

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —Instructor TBA

3 points.

Asian Humanities-Music AHMM V 3321y

Introduction to the Music of India and West Asia

A topical approach to concepts and practices of music in relation to other arts in the development of Asian civilizations. —A. Fox

3 points.

MUSI V 3330

Advanced Counterpoint

The study of baroque counterpoint in the style of J.S. Bach; general aspects of voice-leading; dances, inventions, canons; expositions of fugues.

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 2310, 2311, and 2312.

3 points. Not offered in 2005–06.

MUSI V 3345

Rhythm and Meter

Analysis of rhythm and meter in selected tonal compositions; applications to performance; study of recent theories of rhythm and meter by selected writers.

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 3321.

3 points. Not offered in 2005–06.

MUSI V 3360

Pre-tonal and Tonal Analysis

Detailed analysis of selected pre-tonal and tonal compositions.

Fulfills the requirements of the 3000-level advanced theory elective. Prerequisite: MUSI V 3321.

3 points. Not offered in 2005–06.

MUSI V 3370y

Orchestration

A survey of the techniques of orchestration and instrumentation and their impact upon formal musical structure informed by current knowledge of acoustics and sonic analysis. Analysis of acknowledged masterworks from the literature will be the point of departure for creative projects which will be performed by the university orchestra. —T. Mural

Prerequisite: Permission of the instructor.

3 points.

MUSI 3380

Music Since 1945

Detailed Analysis of Selected issues. Composers include Messiaen, Stravinsky, Boulez, Stockhausen, Babbitt, Carter, Penderecki, Cage, Reich, Rochberg, and others.

Fulfills the requirements of the 3000-level advanced theory elective.

Prerequisite: MUSI V 3379.

3 points. Not offered in 2005–06.

MUSI V 3420x

The Social Science of Music

An introduction to the field of ethnomusicology in the context of the intellectual history of music scholarship. —A. Fox

Prerequisite: BC 1001 or BC 1002 or equivalent.

3 points.

MUSI V3430**Music and Nationalism**

This course studies the relationship between music and nationalism, from both aesthetic and political perspectives. The broad historical emergence and development of modern nationalism and related themes of race, gender, globalization, and indigeneity, are explored through musical case studies focusing on western and non-western, elite, popular, and folk styles and genres.

Prerequisite: Reading knowledge of music is not required.

3 points. Not offered in 2005-06.

MUSI V3435y**Music and Literature in Latin America**

This course is about the relationship between popular music and literature in Latin America. It covers such topics as the relationship between the lettered city and popular culture as well as orality and the written word. In the course we will read novels and poetry by authors who have also been composers and/or musicologists and explore the production of composers who have also been recognized as important literary figures. —A. Ochoa

3 points.

MUSI V 3630y**Recorded Sound**

Students learn to use the recording studio as an instrument to write, record, and refine musical compositions. —T. Pender

Prerequisite: Instructor's permission.

3 points.

MUSI W 3990x, y**Senior Project: Research for Music**

Independent study for research and writing. —Staff

3 points.

MUSI V 3991x, y**Senior Project: Music Repertory**

Independent study for preparing and performing repertory works to be presented in concert.

—Staff

3 points.

MUSI V 3998x–V 3999y**Supervised Independent Study**

A creative/scholarly project conducted under faculty supervision. Approval prior to registration; see department representative for details.

3 points.

MUSI W 4120**Songs of the Troubadours and Trouvères**

Interdisciplinary study of songs of the troubadours and trouvères in their historical context, focusing on textual and musical analysis. Topics include manuscript transmission and performance practice, as well as the debate over the origins of troubadour song and the ideology of courtly love.

Prerequisite: Permission of the instructor.

3 points. Not offered in 2005–06.

MUSI W 4405**Music and Language**

A survey of 20th-century literatures on the music/language relationship. Emphasizes semiotic and social-scientific paradigms.

Prerequisite: Music majors, MUSI V 3420 or permission of the instructor.

3 points. Not offered in 2005–06.

MUSI W 4425x
Popular Music in Brazil

The course presents a comprehensive introduction to popular music in Brazil throughout the twentieth century. It explores the connections between historical transformation and the rise of different musical genres in Brazil. —A. Ochoa.

Prerequisite: Instructor permission.
 3 points.

MUSI W 4515y
Conducting Music of Our Time

Analysis of the modern repertory of contemporary music, with directional emphasis on actual conducting preparation, beating patterns, rhythmic notational problems, irregular meters, communication and transference of musical ideas. Topics include theoretical writing on 20th century conducting, orchestration, and phrasing. —J. Milarsky

Prerequisite: Advanced music majors and extensive contemporary music background.
 3 points.

MUSI W 4525x
Instrumentation

Analysis of instrumentation, with directional emphasis on usage, ranges, playing techniques, tone colors, characteristics, interaction and tendencies, all derived from the classic orchestral repertoire. Topics include theoretical writings on the classical repertory as well as 20th century instrumentation and its advancement. —J. Milarsky

Prerequisite: Extensive music background and permission by the instructor.
 3 points.

MUSI G4500x
Jazz Transcription and Analysis

A progressive course in transcribing, proceeding from single lines to full scale sections and ensembles. Stylistic analysis based on new and previously published transcriptions. —C. Washburne

Prerequisites: the instructor's permission.
 3 points

Performance Activities and Instrumental Instruction

MUSI V 1580x–V 1581y
Collegium Musicum

An audition to be held during registration period. Please contact the department (854-3825). Performance of vocal and instrumental music from the medieval, Renaissance, and the baroque periods. Collegium Musicum usually gives one public concert each term. —Instructor TBA
May be taken for Pass/Fail credit only.

MUSI V 1591x–V 1592y
University Orchestra

An audition to be held during registration period, by appointment, at 806 Dodge Hall (x4 6689). Students should bring two short works, or movements of longer works, of different stylistic periods; they will also be asked to read brief orchestral or chamber music excerpts at sight. The orchestra performs throughout the academic year in works spanning all periods of music, including contemporary compositions. Distinguished guest soloists sometimes perform with the orchestra, and qualified student soloists may also have the opportunity either to perform or read concertos with the orchestra. Staff positions: a few persons interested in managerial work may gain experience as orchestra librarian and personnel manager. Students who register for orchestra alone will receive 4 points for four semesters and will be charged at the rate of 1 point each semester. Students who register for orchestra and chamber music will receive 4 points for two semesters, and will be charged at the rate of 4 points each semester. —J. Milarsky

Additional rehearsals in the three weeks preceding each public concert.
 1 point.

MUSI V 1593x–V 1594y**Barnard–Columbia Chorus**

Auditions by appointment made at the first class meeting. Students who register for chorus will receive a maximum of 4 points for four or more semesters, and will be charged at the rate of 1 point each semester. Open to all men and women in the University community. Several public concerts are given each season both on and off campus, often with other performing organizations. Sight-singing sessions offered. Repertory includes works from all periods of music literature. —G. Archer

Audition required. Pass/Fail credit only.

1 point. TuTh 6:00–8:00

MUSI V 1595x–V 1596y**Barnard–Columbia Chamber Singers**

A small number of students in the Barnard–Columbia Chorus are chosen to rehearse and perform difficult music in several languages. —G. Archer

Audition required. Pass/Fail credit only.

1 point. TuTh 8:00–9:30

MUSI V 1598x–1599y**Chamber Ensemble**

An audition to be held during registration period by appointment. Those auditioning should contact the Music Performance Program, 618 Dodge Hall (Telephone: 854-1257). Students registering for chamber music receive ensemble training with the performance associates listed for MUSI W 1525–W 1526. Student chamber ensembles perform a recital at the conclusion of each semester and are given other opportunities to perform throughout the academic year. —D. Bradley

May be taken for Pass/Fail credit only.

1 point.

MUSI V1618x–1619y**Columbia University Jazz Ensemble**

An audition to be held during the registration period by appointment. Contact the Music Performance Program for further details (854-1257). A small advanced jazz band. The repertoire covers 1950s hard bop to more adventurous contemporary avant-garde styles. Students are required to compose and arrange for the group under the instructor's supervision.

—C. Washburne, D. Sickler, B. Waltzer

Please note: In the instrumental lessons listed below offered on a weekly, individual basis, a course of half-hour lessons earns 1 point of credit, and a course of one-hour lessons earns 2 points of credit.

MUSI W 1500x–W 1501y**Early Instruments**

Audition required. Those auditioning should contact the Music Performance Program, 618 Dodge Hall (Telephone: 854-1257).

1 or 2 points.

Sec. 1: Keyboards —K. Cooper

Sec. 2: Strings —R. Morley

Sec. 3: Wind Instruments —M. Newman

MUSI W 1509x–W 1510y**Organ Instruction**

—M. Monroe

Permission of the instructor required.

1 or 2 points.

MUSI W 1513x–W 1514y**Introduction to Piano**

Sec. 1: —N. Østbye; Sec. 2: —M. Skelly

1 point.

MUSI W 1515x–W 1516y
Elementary Piano Instruction

Prerequisite: W 1513–1514 or the equivalent and permission of the instructor.

Sec. 1: —N. Østbye; *Sec. 2:* —M. Skelly

1 or 2 points.

MUSI W 1517x–W 1518y
Keyboard Harmony and Musicianship

One half-hour private lesson weekly. Lessons emphasize the progressive development of a harmonic vocabulary representative of the techniques of the central tradition of 18th- and 19th-century music.

Sec. 1: —N. Østbye; *Sec. 2:* —M. Skelly

1 point.

MUSI W 2515x–W 2516y
Intermediate Piano Instruction

Prerequisite: W 1515–1516 or the equivalent and permission of the instructor.

Sec. 1: —N. Østbye; *Sec. 2:* —M. Skelly; *Sec. 3* —R. Uchida

1 or 2 points.

MUSI W 3515x–W 3516y
Advanced Piano Instruction

Prerequisite: W 2515–2516 or the equivalent and permission of the instructor.

Sec. 1: —N. Østbye; *Sec. 2:* —M. Skelly; *Sec. 3* —R. Uchida

2 points.

MUSI W 1525x–W 1526y
Instrumental Instruction

See Columbia College Bulletin for section information. Students participating in the orchestra are given precedence when applying for private instrumental instruction.

Prerequisite: Audition (see under University Orchestra).

1 or 2 points.

FLUTE: D. Fedele, S. Kahn, T. O'Connor, S. Palma-Nidel, S. Rotholz; OBOE: V. Bodner, R. Ingliss; CLARINET: A. Blustine, J. Kopperud, S. Williamson; BASSOON: M. Goldberg, M. Newman; FRENCH HORN: S. Temple; TRUMPET: W. DuMaine, D. Krauss; TROMBONE: D. Hayward; TUBA: D. Braynard; SAXOPHONE: T. Sullivan; DRUM & PERCUSSION: A. Korf, T. Kolor; VIOLIN: A. Ajemian, M. Coid, E. Kieswetter, M. Kim, M. Otani; VIOLA: S. Adams, A. Neu; CELLO: E. Bailen, Y. Bond, M. Shuman, W. Sutter; STRING BASS: J. McCoy, L. McKnight; HARP: J. Han; GUITAR: A. Goni, A. Kampela; JAZZ PIANO: B. Waltzer.

NEUROSCIENCE AND BEHAVIOR

415 Milbank Hall

854-2069

www.barnard.edu/psych/NAB

Program Director: Peter Balsam

Program Committee: Peter Balsam (Psychology), Paul Currie (Psychology), John Glendinning (Biology), Paul Hertz (Biology), Shao-Ying Hua (Biology), Rae Silver (Psychology)

This major provides a strong background in the biological underpinnings of behavior and cognition, and is intended for students who plan to pursue a research career in neuroscience or a related discipline. Students electing this major are exposed to basic courses in Biology and Psychology and to advanced courses in neuroscience and behavior. Majors must choose one of two areas of concentration. The behavior concentration places greater emphasis on behavioral and systems neuroscience, while the cellular concentration places greater emphasis on cellular and molecular neuroscience.

All majors engage in two semesters of independent research during the senior year while taking the Senior Research Seminar. In the junior year, majors must begin developing a plan for the senior research project. There is a meeting for junior majors during the spring semester to begin this process.

Neuroscience and Behavior majors must have completed the introductory courses in Biology, Chemistry, and Psychology by the beginning of their junior year, and maintained at least a B– average in those courses.

As an alternative to the Neuroscience and Behavior major, students may pursue an interdisciplinary program by majoring in either Biology or Psychology and taking a minor in the other discipline. **There are no minors in Neuroscience and Behavior.**

REQUIREMENTS FOR THE CONCENTRATIONS

(Additional courses may be offered; any courses not listed below must be approved by the Program Director.)

Behavior Concentration

All of the following required Core Courses:

Psychology	BC 1001	Introduction to Psychology
Biology	BC 2001, 2002	Introductory Biology
Biology	BC 2003, 2004	Introductory Biology Laboratory
Psychology	BC 1105	Psychology of Learning with Laboratory
Biology	BC 3280	Animal Behavior
NSBV	BC 3593–BC 3594	Senior Research and Seminar in Neuroscience & Behavior

One of the following courses:

Biology	BC 3386	Research Design and Analysis
Psychology	BC 1101	Statistics

Both of the following courses; one must include the associated laboratory:

Psychology	BC 1117 or	Behavioral Neuroscience—lecture with lab
	BC 1119	Behavioral Neuroscience—lecture only
Biology	BC 3362/3363	Neurobiology lecture/Neurobiology lab

Two additional courses selected from the following list:

Biology	BC 3372	Population and Community Ecology
Biology	BC 3380	Evolution
Biology	BC 3200	Genetics
Biology	BC 3360	Animal Physiology

Biology	BC 3302	Molecular Biology
Biology	BC 3310	Cell Biology
Biology	BC 3364	Advanced Neurobiology
Biology	BC 3590	Senior Seminar: Neurobiology
Psychology	BC 2154	Hormones and Reproductive Behavior
Psychology	BC 3169	Developmental Psychobiology
Psychology	BC 3177	Psychology of Drug Use and Abuse
Psychology	BC 3180	Neurodevelopmental Processes and Cognitive Behavioral Disorders
Psychology	BC 3376	Infant Development
Psychology	BC 3380	Fundamentals of Neuropsychology
Psychology	BC 3383	Neuropharmacology and Behavior
Psychology	BC 4232	Production and Perception of language
Psychology	G 4440	Topics in Neurobiology and Behavior
Required Cognate Courses:		
Chemistry	BC 1601	General Chemistry with lab
Chemistry	BC 3328	Organic Chemistry I lecture
Chemistry	BC 3230	Organic Chemistry I lab

Cellular Concentration

Required Core Courses:		
Psychology	BC 1001	Introduction to Psychology
Biology	BC 2001, 2002	Introductory Biology
Biology	BC 2003, 2004	Introductory Biology Laboratory
NSBV	BC 3593–BC 3594	Senior Research and Seminar in Neuroscience & Behavior
One of the following courses:		
Biology	BC 3386	Research Design and Analysis
Psychology	BC 1101	Statistics
Both of the following courses; one must include the associated laboratory:		
Psychology	BC 1117 or	Behavioral Neuroscience—lecture with lab
	BC 1119	Behavioral Neuroscience—lecture only
Biology	BC 3362/3363	Neurobiology lecture/Neurobiology lab
Both of the following courses; one must include the associated laboratory:		
Biology	BC 3302/BC 3303	Molecular Biology lecture/laboratory
Biology	BC 3310/BC 3311	Cell Biology lecture/laboratory
Two additional courses selected from the following list (at least one must be marked *):		
Biology	BC 3280	Animal Behavior*
Biology	BC 3200	Genetics
Biology	BC 3252	Animal Development
Biology	BC 3360	Animal Physiology
Biology	BC 3364	Advanced Neurobiology
Biology	BC 3590	Senior Seminar: Neurobiology
Biology	BC 3590	Senior Seminar: Molecular Regulation of Intracellular Trafficking
Chemistry	BC 3282	Biological Chemistry
Psychology	BC 1107	Psychology of Learning*
Psychology	BC 2154	Hormones and Reproductive Behavior*
Psychology	BC 3383	Neuropharmacology and Behavior*
Psychology	G 4440	Topics in Neurobiology and Behavior*
Required Cognate Courses:		
Chemistry	BC 1601	General Chemistry with lab
Chemistry	BC 3328	Organic Chemistry I lecture
Chemistry	BC 3230	Organic Chemistry I lab

PHILOSOPHY

326 Milbank Hall

854-4689

www.barnard.edu/philosophy

Professors: Alan Gabbey (Ann Whitney Olin Professor), Frederick Neuhouser (Chair, Viola Manderfield Professor of German Language and Literature)

Associate Professors: , Taylor Carman, Jeffrey Blustein (Adjunct)

Assistant Professors: Stephanie Beardman, Katalin Makkai, Robert Guay (Visiting)

Other officers of the University offering courses in Philosophy:

Professors: David Albert, Bernard Berofsky, Akeel Bilgrami, Haim Gaifman, Lydia Goehr, Patricia Kitcher, Philip Kitcher, Christia Mercer, Christopher Peacocke, Carol Rovane. David Sidorsky

Associate Professors: John Collins, Wolfgang Mann, Thomas Pogge, Achille Varzi

Assistant Professors: Macalaster Bell, Jeffrey Helzner, Katja Vogt

The department offers a wide range of courses designed to acquaint the student with traditional and contemporary work in ethics, metaphysics, aesthetics, theory of knowledge, philosophy of science, logic, and the history of philosophy. The courses are designed to facilitate student participation. The student is expected to develop a competence in techniques of conceptual analysis, argument, and the interpretation of texts.

Although it is not required for the major or for the minor, students who have not had previous training in philosophy are advised to take one of PHIL BC 1001–1006. Credit for only one of PHIL BC 1001–1006 will be given for the major or for the minor.

REQUIREMENTS FOR THE MAJOR

A major in Philosophy consists of at least 10 courses, as follows:

1. One course on ancient or early medieval philosophy:
 - PHIL V 2101 *History of Philosophy I: Pre-Socratics through Augustine*
 - PHIL V 3121 *Plato*
 - PHIL V 3131 *Aristotle*
2. One course on early modern philosophy:
 - PHIL V 2201 *History of Philosophy II: Aquinas through Kant*
 - PHIL V 3237 *Early Modern Philosophy*
3. One course in logic:
 - PHIL V 3411 *Introduction to Symbolic Logic*
4. One course in moral philosophy:
 - PHIL V 3701 *Moral Philosophy*
 - PHIL V 3653 *Mind and Morals*
5. One of the following courses:
 - PHIL V 4501 *Epistemology*
 - PHIL V 3601 *Metaphysics*
6. PHIL BC 3900x. *Senior Seminar*
7. Two courses, consisting in: EITHER: Senior Essay (PHIL BC 3950, 3951) OR: one

advanced seminar (above 4000) and one elective beyond the two stipulated in #8.

8. Two electives in addition to the eight courses stipulated above.

The sequence of courses for the major should be determined in consultation with the major adviser.

REQUIREMENTS FOR THE MINOR

Five courses constitute a minor in philosophy. *The courses must be selected in consultation with the department chair*, and only one of PHIL BC 1001–1006 may be counted among the five.

COURSES OF INSTRUCTION

PHIL BC 1001–1006

Introduction to Philosophy

No prerequisites.

3 points.

PHIL BC 1001

What Is Philosophy, Anyway?

There may not be an answer, but we can discover what makes something philosophical through studying some of the problems that have worried philosophers past and present. —A. Gabbey

3 points.

PHIL BC 1003

Philosophy and Human Existence

Philosophy and its rootedness in fundamental concerns of human existence. What is goodness? What is the self? What can we know? Is life meaningful or meaningless? —K. Makkai, R. Guay

3 points.

PHIL BC 1004

Truth, Value, and Knowledge

Are there many kinds of truth, or just one? Or none? What can we know? Are value judgments true or false? Is inquiry itself guided by values? —Staff

3 points.

PHIL BC 1005

Morality, Self, and Society

How should we, as individuals, live? What would a just society be? Can disputes about moral values be settled by reason? —Staff

3 points.

PHIL BC 1006

Autonomy and Alienation

Examination of the individual's relation to society in terms of the ideas of autonomy and alienation. Examines how social circumstances affect our freedom (autonomy) and our vulnerability to self-estrangement (alienation). —F. Neuhauser

3 points.

PHIL V 2100y

Philosophy of Education

Drawing on classical and contemporary sources, discussion will focus on the conditions necessary to produce free and responsible citizens of a just and democratic society. Readings from Plato, Rousseau, Dewey, and others. —Staff

3 points.

PHIL V 2101x

History of Philosophy I: Pre-Socratics through Augustine

Exposition and analysis of the positions of the major philosophers from the pre-Socratics through Augustine. —W. Mann

3 points.

PHIL V 2201y

History of Philosophy II: Aquinas through Kant

Exposition and analysis of the positions of the major philosophers from Aquinas through Kant. —P. Kitcher

3 points.

PHIL V 2301y

History of Philosophy III: Hegel to Heidegger

Exposition and analysis of the positions of the major philosophers from Hegel to Heidegger.

—T. Carman

3 points.

PHIL V 3121y

Plato

Introduction to Plato's philosophy through analysis of characteristic dialogues. —W. Mann

Prerequisite: One philosophy course or permission of the instructor.

3 points. Not offered in 2005–06.

PHIL V 3131y

Aristotle

An introduction to leading concepts and doctrines of Aristotle's philosophy. —W. Mann

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3237x

Early Modern Philosophy

A study of one or more of the major philosophers from the Renaissance through the 18th century.

Sample topics: substance and matter; bodies, minds, and spirits; identity and individuation; ideas of God; causation; liberty and necessity; skepticism; philosophy and science; ethical and political issues. Sample philosophers: Descartes, Spinoza, Leibniz, Conway, Locke, Berkely, Hume, Kant.

—A. Gabbey

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3264y

Hegel

An examination of major themes of Hegel's philosophy, emphasizing his social and political thought. Topics include Hegel's critique of Kant, the possibility of metaphysics, the master-slave dialectic, and the role of freedom in social institutions. Readings from Fichte illuminate how Hegel's thought develops out of Kant's idealism. —F. Neuhauser

Prerequisite: PHIL V2201 or W 3251

3 points. Not offered in 2005–06.

PHIL V 3352y

Recent European Philosophy

Reading and discussion of Heidegger, Sartre, Merleau-Ponty, and Foucault. Topics include the crisis in metaphysics, the question of being, the structure of human existence, subjectivity, motivated irrationality, perception, the body, sociality, art, science, technology, and the disciplinary organization of modern society. —T. Carman

3 points. Not offered in 2005–06.

PHIL V 3411x, y

Introduction to Symbolic Logic

Sentential and first-order logic; the significance of a formal system and its use for analysis of meaning and language. Technical exercises are combined with analysis and parsing of English texts. A weekly required discussion section in addition to lectures. —A. Varzi, J. / Helzner

4 points.

PHIL V 3525y

Skepticism

Contemporary and 20th-century responses to skepticism, the view that some of our ordinary claims to knowledge are open to systematic doubt. Representative figures include Heidegger, Austin, Wittgenstein, and Cavell. —K. Makkai

Prerequisite: One philosophy course or permission of the instructor.

3 points. Not offered in 2005–06.

PHIL V 3551y

Philosophy of Science

Philosophical problems within science, and about the nature of scientific knowledge, from 17th–20th centuries. Sample problems: space, time, and motion; causes and forces; scientific explanation; theory, law, and hypothesis; induction; verification and falsification; models and analogies; scientific revolutions. —A. Gabbey

Prerequisite: One philosophy course or permission of the instructor.

3 points. Not offered in 2005–06.

PHIL V 3601y

Metaphysics

A systematic treatment of some major metaphysical topics, e.g., necessity, causality, particulars and universals, personal identity. Readings from classical and contemporary authors. —A. Varzi

3 points.

PHIL V 3653x

Mind and Morals

Examination of theories of normative ethics against the background of studies in cognitive and social psychology. How important are empathy, self-knowledge, and cultural norms to determining what is the right thing to do? Topics include moral cognition, the rationality of certain ethical intuitions, and the possibility of altruism. —S. Beardman

Prerequisite: One philosophy course.

3 points. Not offered in 2005–06.

PHIL V 3701y

Moral Philosophy

Introduction to the central problems of moral philosophy; alternative moral ideals and their philosophical formulations; the status and justification of moral judgments; reasons for action; individual rights and social justice. —R. Guay

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL V 3720y

Ethics and Medicine

Philosophical examination of moral issues in medical theory and practice. Analysis of the ethics of the doctor-patient relationship, e.g., informed consent, truth-telling, paternalism; topics in bioethics, e.g., abortion, euthanasia, experimentation on humans; justice and access to health care; human genetics. —J. Blustein

Limited enrollment by permission of the instructor. First-day attendance required.

3 points.

PHIL V 3740x

Hermeneutics, History, and the Human Sciences

An introduction to hermeneutics, understood broadly as a philosophical inquiry into the role of interpretation in our understanding of human phenomena. Compares the hermeneutic approach to the historical conditions of understanding with more recent narrativist theories of history and with Foucault's critique of the human sciences. —T. Carman

Prerequisite: One philosophy course or permission of the instructor.

3 points. Not offered in 2005–06.

PHIL V 3353x

European Social Philosophy

A historical survey of European social philosophy from the 18th to the 20th century, with special attention to theories of capitalism and the normative concepts (freedom, alienation, human flourishing) that inform them. A further topic will be the relation between society and the state.

Readings from Smith, Hegel, Marx, and Weber. —F. Neuhauser

Prerequisite: One philosophy course or permission of the instructor.

3 points.

PHIL BC 3900x

Senior Seminar

Intensive study of a philosophical issue or topic, or of a philosopher, group of philosophers, or philosophical school or movement. —K. Makkai

4 points.

PHIL BC 3950x, 3951y

Senior Essay

A substantial paper, developing from an Autumn workshop and continuing in the Spring under the direction of an individual adviser. —Staff

8 points: 4 points (BC 3950x) + 4 points (BC 3951y).

PHIL BC 3398

Independent Study

Open to students who wish to pursue a project on an individual basis. The study consists in a combination of readings and papers over one semester under the direction of an appropriate instructor. The project and enrollment for the course are both subject to departmental approval.

1–3 points.

PHIL G 4227y

Spinoza

A close study of the *Ethics* and parts of the *Theologico–Political Treatise* and other writings. Spinoza's Medieval antecedents and his relation to other 17th-century philosophers. —A. Gabbey

3 points. Not offered in 2005–06.

PHIL W 4333y

Wittgenstein

The later work of Wittgenstein (centrally his *Philosophical Investigations*), with special attention to its influence on current debates. —K. Makkai

Prerequisite: Two Philosophy courses above 3000 and permission of the instructor. Enrollment limited.

3 points.

PHIL G 4345

Aesthetics: Experience and Expression

The nature and philosophical significance of aesthetic experience, with readings from Kant, Schiller, Schelling, Nietzsche, Heidegger, Merleau-Ponty, and others. Topics include: perception, discernment and taste; evaluation and criticism; genius and creativity; and art as communication of the otherwise inexpressible. —K. Makkai

Prerequisite: Permission of the instructor

3 points. Not offered in 2005–06.

PHIL G 4340y

Topics in Phenomenology

Central issues in phenomenology—for example, intentionality, perception, and embodiment—in Husserl, Sartre, and Merleau-Ponty, and with reference to relevant contemporary literature in philosophy and psychology. —T. Carman

3 points. Not offered in 2005–06.

PHIL G 4600x, PHIL G 4601y

Philosophical Texts in German, Philosophical Texts in French

Careful reading and translation of a classic German or French philosophical text to be chosen by the course participants in consultation with the instructor. Emphasis on the special problems of translating philosophical prose. —F. Neuhaus

Open to students who have the equivalent of two years of college German or French.

2 points.

Other Offerings

For course descriptions of other undergraduate and appropriate graduate courses taught in the Columbia Philosophy department, see the *Columbia College Bulletin*.

Courses Offered at Reid Hall in Paris

For additional information about the programs available, consult the *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or visit the web site at www.ce.columbia.edu/paris.

PHYSICAL EDUCATION

206 Barnard Hall

854-2085

www.barnard.edu/fitbear

Senior Associates: Sharon Everson (Chair), Laura Masone

Associates: Tavius Cheatham, Lisa Northrop, George Padilla, Luci Rosalia

Adjunct Associates: Allison Foley–Graham, John Lad

DEGREE REQUIREMENT

Students admitted as first-year students must complete two semesters of Physical Education at Barnard. One semester must be passed in the first year and the requirement must be completed by the end of the junior year. Only one course per semester to count towards fulfilling the requirement. Sophomore and junior transfers are required to complete one semester of Physical Education at Barnard. Failure to complete the requirement by the specified deadlines will result in a failing grade. Physical Education courses are graded pass/fail based on attendance and participation.

Health Status: Students with permanent or temporary disabilities will be individually advised and placed in a suitable activity, based upon the recommendations of the Director of Health Services or Disability Services.

Curriculum: The curriculum is organized and administered by the faculty of the Department of Physical Education. Instruction is offered in the areas of sports, aquatics, fitness, mind/body, and self-paced courses. Courses are designed to promote the development and enjoyment of lifetime motor skills which will afford opportunities to realize one's potential and to provide vigorous exercise to release tensions often generated by strong academic commitments and intense urban life.

Intramurals: The Physical Education Department offers an extensive intramural program which features basketball, floor hockey, indoor soccer, tennis, and volleyball. The program offers different levels of competitive play and emphasizes participation in a friendly atmosphere; activities are open to all members of the college community. For more information, contact the Director of Intramurals, 206 Barnard Hall, or call 854-6959.

Recreation: Recreational use of the gymnasium, swimming pool, track, and weight room is available at specified times. All students, faculty, and staff are encouraged to use the facilities. In addition, the Physical Education Department sponsors special recreational activities, such as fun runs and sports tournaments, throughout the semester.

Intercollegiate Athletics: The Barnard/Columbia Athletic Consortium provides the opportunity for eligible undergraduate women to compete together as members of University-wide athletic teams. Fifteen varsity sports are currently sponsored: archery, basketball, crew, cross country, fencing, field hockey, golf, lacrosse, soccer, softball, swimming & diving, tennis, indoor and outdoor track & field, and volleyball. Governed by NCAA and Ivy League rules, all teams are Division I. Competition is scheduled with teams from the Ivy League, the metropolitan area, and the eastern region. In addition, students are eligible to qualify for regional and national championships. Physical Education credit may be earned through satisfactory participation on a varsity team.

For more information, contact Merry Ormsby, Associate Director of Athletics, Columbia–Dodge Fitness Center, 854-8373.

Registration: Registration takes place at the beginning of each semester. Information

is available in the Physical Education office or on the department's website. Incoming students receive information in their registration packets. After confirming registration with the Physical Education Department, students should include the Physical Education course by number, section, title, and I.D. number on final programs filed with the Registrar.

Cross Registration: An agreement between the Department of Physical Education of Barnard College and Columbia College permits limited enrollment of Barnard students in selected Columbia courses. Barnard students must successfully complete one Physical Education course at Barnard before they may elect a Columbia Physical Education course. Columbia College and School of Engineering students may register for designated Barnard courses during Barnard's registration period. Other Columbia University students must receive permission from the Physical Education Department to register before filing their final programs with the Registrar. Registration is not open to graduate students.

COURSES OF INSTRUCTION

Aquatic Courses

PHED BC 1120x, y

Beginning Swimming

Development of confidence and safety skills in the water. Introduction of front crawl, elementary backstroke, and deep water skills. No previous experience required. *Women only.*

PHED BC 1121x, y

Advanced Beginning Swimming

Review of safety skills, front crawl, and elementary backstroke. Further development of deep water skills. Introduction of breaststroke, sidestroke, and backstroke.

PHED BC 2122x, y

Intermediate Swimming

Refinement of front/back crawl and backstroke. Further development of breaststroke and side-stroke. Introduction to butterfly and workout swims. Students must be able to swim in deep water and have a basic understanding of all strokes.

PHED BC 2125x, y

Aqua Exercise

Introduction to water exercise principles and activities. Various implements will be used to increase support and provide optimal resistance. Aquatic exercise increases strength, endurance and flexibility. No prior swimming experience necessary.

PHED BC 2129x, y

Water Safety Instructor

American Red Cross course prepares instructors to teach swimming lessons to individuals of all ages. Students receive ARC certification in WSI at completion of the course. Swimming test given during the first class meeting; at the pre-test, student must demonstrate front crawl, backstroke, breaststroke, sidestroke, butterfly and basic rescue skills.

PHED BC 3131x

Lifeguard Training

Preventive life guarding and swimming rescues. Leads to American Red Cross certification in Lifeguard Training, First Aid, and CPR for the Professional Rescuer.

Swimming test for class admission given during first class meeting.

Cardiovascular Courses

PHED BC 1582x, y **Cardio Mix**

A combination of group cardiovascular exercises performed to a variety of music. Examples include high, low, step, hip hop, kickbox. Abdominal exercises and stretching included. All levels.

PHED BC 1587x, y **Step**

Cardiovascular exercise using a step platform. Abdominal exercises and stretching included. Requires some fitness experience.

PHED BC 1590, 1591x,y **Step Sculpt, Cardio Sculpt**

Combination class combining cardiovascular workouts with muscle-toning workouts. Step Sculpt requires some fitness experience.

PHED BC 2581x, y **Power Mix**

Intermediate to advanced group fitness training level set to a variety of music. Choreographed combinations of low/high impact aerobics, step, strength training, and flexibility exercises are included.

Mind/Body Courses

PHED BC 1100x,y **Wellness**

An introduction and exploration of the dimensions of wellness necessary for optimal health and well-being. The class format will consist of discussion, group activities, and limited physical activity. Presentations by health and wellness specialists within the Barnard community will be an integral part of the class.

PHED BC 1687x, y **Alexander Technique**

Introduction to the principles and practice of Alexander Technique, a process of self-observation, experimentation, and change. Guided by verbal and hands-on cues, students learn to prevent habits of tension that arise when they perform their everyday activities and thereby move with more lightness, ease, and freedom.

PHED BC 1690x, y **Self-Defense**

Introduction to the essentials of street self-defense; physical activities and mental preparation.

PHED BC 1691x, y **T'ai Chi**

Introduction to movement principles of T'ai Chi Ch'uan. Instruction on the beginning postures of the Yang-style form.

PHED BC 1692x, y **Qigong**

Selected health exercises from the Chinese folk tradition, including 18 Liangong, Professor Cheng's Eight Methods, and The Swimming Dragon.

PHED BC 1693x, y **Yoga**

An introduction to Hatha Yoga focusing on the development of the physical body to increase flexibility and strength. Breathing practices and meditation techniques that relax and revitalize the mind and body are included.

PHED BC 1694x,y

Yoga Exercise

Basic Hatha Yoga postures are combined with body strengthening, relaxation, and breathing techniques. Yoga philosophy, Sanskrit terms, chanting and meditation are not included.

PHED BC 2694x, y

Intermediate Yoga

Intermediate and advanced Hatha Yoga, with emphasis on increasing muscular endurance and flexibility required to maintain the poses. Breathing practices and meditation techniques are included.

Muscular Strength/Endurance Courses

PHED BC 1102x, y

Personal Fitness

An introduction to fitness activities for improvement in muscular strength and endurance, cardiorespiratory fitness, flexibility, and body composition.

PHED BC 1532x, y

Core Strength

Pilates-based mat class to strengthen and lengthen the “core” (abs, back, and hips). Emphasis on proper breathing and alignment.

PHED BC 1581x, y

Body Sculpting

Muscle definition exercises using weights and bands for the whole body.

PHED BC 1585x, y

Weight Training

Introduction to principles of weight training; use of the Cybex resistance machines and free weights. Programs tailored to individual needs.

Sports Courses

PHED BC 1300x, y

Fundamentals of Sport

The development of fundamental motor skills and movement patterns necessary to participate in a variety of sports and activities.

PHED BC 1350x, y

Archery

Techniques of shooting target archery. Individualized instruction for all levels; selection and care of equipment; safety; intraclass tournaments, and novelty shoots.

PHED BC 1353x, y

Badminton

An introduction to the basic strokes, rules, etiquette, and strategies of singles and doubles play. Advanced skills and strategies introduced as appropriate.

PHED BC 1362x, y

Golf

Introduction to the game of golf through a variety of indoor drills to develop all facets of the game. Includes building an effective swing, the “long and short” game, and rules of play. Field trip to Chelsea Piers Driving Range included.

PHED BC 1364x, y

Tennis

Introduction to the basic groundstrokes, serve, rules, scoring, strategy, and etiquette of singles and doubles play.

PHED BC 1366x, y
Foil Fencing

Techniques of fencing with the foil. Basic offensive and defensive blade skills as well as fencing etiquette, equipment selection, safety, footwork, rules, officiating, and bouting are included. Introduction to electrical apparatus as time permits.

PHED BC 1367x, y
Foil/Sabre Fencing

An introductory course presenting the techniques of foil and sabre fencing. Basic offensive and defensive blade skills of both weapons as well as fencing etiquette, equipment selection, safety, footwork, rules, officiating, and bouting are covered.

PHED BC 1455x, y
Basketball

Emphasis on the development of fundamental skills and sport-specific conditioning; rules, team play, and strategies.

PHED BC 1465x, y
Lacrosse

Development of the fundamental skills and strategies used in lacrosse; rules, team play, and sport-specific conditioning.

PHED BC 1470x, y
Volleyball

Development of the fundamental skills and strategies of volleyball. Serving, passing, attacking, blocking, team offense, and defense.

PHED BC 2366x, y
Intermediate Tennis

Intermediate and advanced tennis strokes and strategy for competitive and recreational play. Students will learn to critically evaluate their own play and learn self-correcting techniques.

Self-Paced Courses

Self-Paced Courses are individualized workout programs designed for the intermediate exerciser. Students must agree to workout two times per week on non-consecutive days. Students must pass pre/post tests. *No first-year students.*

PHED BC 2510x, y
Self-Paced Weight Training

Individualized weight room program. *Pretest: 1 RM Bench Press and Leg Press.*

Prerequisite: PHED BC 1585x, y Weight Training, PHED BC 1102x, y Personal Fitness or permission of the instructor.

PHED BC 2512x, y
Self-Paced Running

Indoor/outdoor running. No treadmill. Group runs throughout the semester. *Pretest: 1.5 mile run in 15 minutes.*

PHED BC 2514x, y
Self-Paced Cardio

Cardiovascular workouts on Stairmaster, stationary bike, elliptical, or treadmill. *Pretest: 4.0 miles on a stationary bike in 15 minutes.*

PHED BC 2516x, y
Self-Paced Cycling

Aerobic workouts on stationary bike. *Pretest: 2.5 miles on a stationary bike in 12 minutes.*

PHED BC 2518x, y

Self-Paced Fitness

Participation in fitness activities including group and individual exercises. Course includes five components of physical fitness: muscular strength, muscular endurance, cardiovascular endurance, flexibility, and body composition.

Pre-test: 1RM Bench Press and Leg Press. Prerequisite: PHED BC 1585x,y Weight Training or PHED BC 1102x,y Personal Fitness or permission of the instructor.

PHED BC 2799x, y

Independent Study

Enrollment in a course of instruction not offered by the Barnard or Columbia Physical Education Department. No first-year students are permitted. *Department approval required.*

PHED BC 3125x, y

Self-Paced Lap Swim

Students develop an individualized swimming program with an instructor. Stroke and turn clinics will be offered throughout the semester. *Pretest: 500 yards (25 pool lengths) in 12 minutes.*

Dance

See Dance Department (page 161) for course listings. Studio dance courses may be taken to fulfill the Physical Education requirement.

PHYSICS AND ASTRONOMY

403 Altschul Hall

854-3628

www.phys.barnard.edu

Professor: Timothy Halpin-Healy (Ann Whitney Olin Professor, Chair)

Associate Professors: Laura Kay, Reshmi Mukherjee

Assistant Professor: Janna Levin

Lab Director: Stiliana Antonova

Other officers of the University offering courses listed below:

Professors: James Applegate, Norman Christ, Arlin Crotts, Jules Halpern, Tony Heinz, David Helfand, Joseph Patterson, Ed Spiegel, Michael Tuts, Jacqueline van Gorkom, William Zajc

Associate Professors: Brian Cole, Janet Conrad, Hal Evans, Zoltan Haiman, Robert Mawhinney, Frederik Paerels, John Parsons

Assistant Professors: Greg Bryan, Kristen Menov, David Schiminovich, Stefan Westerhoff

Adjunct Professor: Morgan May

From Aristotle's *Physics* to Newton's *Principia*, the term "physics," taken literally from the Greek φυσικς (= Nature), implied natural science in its very broadest sense. Physicists were, in essence, natural philosophers, seeking knowledge of the observable phenomenal world. Astronomy, a sibling science to physics, concentrated specifically on the study of natural phenomena in the heavens with the intent to understand the constitution, relative positions, and motions of the celestial bodies in our universe. Though practitioners of these disciplines have become somewhat more specialized in the past century, the spirit that guides them in their research remains the same as it was more than two millennia ago.

In cooperation with the faculty of the University, Barnard offers a thorough pre-professional curriculum in both physics and astronomy. The faculty represents a wide range of expertise, with special strength and distinction in theoretical physics, condensed matter physics, and observational astrophysics.

Separate majors in physics and astronomy are offered. A major in astrophysics is also possible. Furthermore, there are many special interdisciplinary majors possible, such as biophysics, chemical physics, engineering physics, and mathematical physics. There is a physics minor as well. Students should consult members of the department early on in their undergraduate careers in order to plan the most effective course of study.

Qualified seniors are invited to participate in the seniors honors program, in which they carry out a year-long research project leading to the thesis.

The department offers several quite distinct introductory sequences in physics, only one of which may be taken for credit:

1. PHYS V 1051–2, *General Physics*, is a two-semester introduction to physics intended for liberal arts students. The lectures are given on the Columbia campus and the labs at Barnard. It satisfies the Barnard Laboratory Science requirement. It does not fulfill the premedical requirement or the physics requirement for any major.
2. PHYS V 1201–2, *General Physics*, is satisfactory preparation for medical school and is appropriate for most non-science major premedical students. This course, devoted to algebra-based physics, is taught at Columbia in a large lecture hall setting. It is not recommended as a foundation for more advanced work in the field. PHYS V 1301-2 is similar but uses calculus.

3. PHYS BC 2001-2, 3001, *Physics I, II, III*, is Barnard's own three-semester, calculus-based introductory sequence in physics. Characterized by modest class sizes, it is designed specifically for Barnard women with a serious interest in any of the natural sciences or mathematics. Moreover, it is especially appropriate for majors in physics, chemistry, or biochemistry, whether premedical or not. Biology majors with some calculus background are also encouraged to take this sequence. Finally, Barnard women contemplating a major in physics or astronomy should take PHYS BC 1201-2 in their first year, if possible, or in their second at the latest, to be followed by the third-semester course, *Waves and Optics*.
4. First-year students with exceptional aptitude for physics (as evidenced, for example, by scores of 4 or 5 on the advanced placement C exam) and a good mathematical background may be admitted into the Columbia-taught two-semester sequence PHY C 2801-02 *General Physics*, which replaces all three terms of the sequence for majors. Students inclined toward this sequence are strongly encouraged to consult a Barnard faculty member at the start of the term.

Students unsure about the most appropriate sequence should consult members of the department.

The following courses may be substituted for each other:

- PHYS BC 2001 and C 1601 with W 1691
- PHYS BC 2002 and C 1602 with W 1692
- PHYS BC 3001 and C 2601
- ASTR BC 1753-4 and C 1403-4

There is a laboratory fee of \$25 for each 1000-level physics course with a laboratory.

REQUIREMENTS FOR THE ASTRONOMY MAJOR

The courses required for the major in astronomy are:

- | | |
|--------------|--|
| PHYS BC 2001 | <i>Physics I: Mechanics</i> |
| PHYS BC 2002 | <i>Physics II: Electricity & Magnetism</i> |
| PHYS BC 3001 | <i>Physics III: Waves and Optics</i> |

Students may substitute a Columbia College three-semester calculus-based introductory physics sequence with lab, as in the physics major.

Calculus through IV is required, with additional work in mathematics recommended.

Also:

- ASTR C 2001, 2002 *Introduction to Astrophysics I, II*

Students who have taken ASTR BC 1753-4 (*Introduction to Astronomy I, II*) or

C 1403-4 may substitute an additional 3000-level ASTR course for ASTR C 2001-2.

Finally, students are required to take four 3000-level ASTR or PHYS courses, including at least one of ASTR C 3102 or PHYS W 3003 *Mechanics*, and selected so that at least six total points of 3000-level lecture classes are ASTR courses. Some of the ASTR courses offered in recent years include:

- | | |
|-------------|---|
| ASTR C 3101 | <i>Stellar Structure and Evolution</i> |
| ASTR C 3102 | <i>Extrasolar Planets and Astrobiology</i> |
| ASTR C 3601 | <i>General Relativity, Black Holes, and Cosmology</i> |
| ASTR C 3273 | <i>High Energy Astrophysics</i> |
| ASTR C 3602 | <i>Physical Cosmology</i> |
| ASTR C 3646 | <i>Observational Astronomy</i> |

Students planning to study astronomy or astrophysics in graduate school are strongly urged to take PHYS BC 3006, W 3003, W 3007-8, G 4023, some additional courses in

mathematics, and Computer Science (COMS) W 1003 *Programming in C* or W 1004 *Programming in Java*. Note: When any of the required courses is not being given, the department will recommend appropriate substitutions.

REQUIREMENTS FOR THE PHYSICS MAJOR

The courses required for the major in physics are:

PHYS BC 2001	<i>Physics I: Mechanics</i>
PHYS BC 2002	<i>Physics II: Electricity & Magnetism</i>
PHYS BC 3001	<i>Physics III: Waves and Optics</i>

In lieu of the above, any three-semester Columbia introductory sequence acceptable for the physics major in Columbia College will do (e.g., PHYS C 1601–2, 2601, taken with PHYS W 1691–3). The accelerated two-semester Columbia College sequence PHYS C 2801–2 is also acceptable.

Calculus through IV is required, with additional work in mathematics recommended; e.g., Math E 1210x, y *Ordinary Differential Equations*, APMA E 3102y *Applied Mathematics II*. The calculus sequence should be completed by the end of the sophomore year.

At the upper level:

PHYS W 3003	<i>Mechanics</i>
PHYS BC 3006	<i>Quantum Physics</i>
PHYS W 3007	<i>Electricity and Magnetism</i>
PHYS W 3008	<i>Electromagnetic Waves and Optics</i>
PHYS G 4023	<i>Statistical Physics</i>

are required, and a total of 6.0 points of advanced lab work, preferably PHYS BC 3086 and 3088, taken concurrently with their cognate lecture courses. Alternately, students may opt for repeated enrollment in PHYS W 3081, Columbia's 1.5 point EKA laboratory, or Barnard's PHYS BC 3082. Finally, the student must take Computer Science W 1003 *Programming in C*, W 1004 *Programming in Java*, or PHYS W 3083 *Electronics Laboratory*.

Students planning to study physics in graduate school should include several 4000-level electives in their senior year program.

Astrophysics Majors: Students wishing to major in astrophysics should consult a member of the department.

INTERDISCIPLINARY MAJOR

Special majors in, for example, biophysics, chemical physics, engineering physics, or mathematical physics are all possible and are arranged in conjunction with the relevant second department at Barnard. A student interested in such possibilities should speak to a faculty member early on (i.e., by late fall of her sophomore year) in order to permit the most effective construction of her program of study and the appropriate petition to be made to the Committee on Programs and Academic Standing. The latter is a straightforward procedure associated with the declaration of all special majors at Barnard.

REQUIREMENTS FOR THE PHYSICS MINOR

Five courses are required for the minor in physics. They are: any three-semester introductory sequence acceptable for the major (see above); and two 3-point courses at the 3000-level.

COURSES OF INSTRUCTION

Astronomy Courses

ASTR BC 1753y

Life in the Universe

An introduction to astronomy, taught at Barnard, intended primarily for non-science majors. Includes discovery of new planets, the search for life, gravitation and planetary orbits, the physics of the Earth and its atmosphere, and the exploration of the solar system. —L. Kay

Recommended preparation: A working knowledge of high school algebra. *Suggested parallel laboratory course:* ASTR C 1903x.

3 points. MW 1:10–2:25

ASTR BC 1754x

Stars, Galaxies, and Cosmology

The properties of stars, star formation, stellar evolution and nucleosynthesis, the Milky Way and other galaxies, and the cosmological origin and evolution of the universe. —J. Van Gorkum

Recommended preparation: A working knowledge of high school algebra. *Suggested parallel laboratory course:* ASTR C 1904y.

3 points. MW 1:10–2:25

ASTR C 1903x, y

Earth, Moon, and Planets Laboratory

This laboratory is for the lecture courses ASTR BC 1753x or ASTR C 1403x. The lecture course must be taken concurrently. —Instructor TBA

Corequisite: ASTR BC 1753x or ASTR C 1403x.

1 point.

ASTR C 1904x, y

Beyond the Solar System Laboratory

This laboratory is for the lecture courses ASTR BC 1754y and ASTR C 1404y. A lecture course must be taken concurrently. —C. Scharf

Corequisite: ASTR BC 1754y or ASTR C 1404y.

1 point.

ASTR C 1403x

Earth, Moon, and Planets (lecture)

The overall architecture of the solar system. Motions of the celestial sphere. Time and the calendar. Life in the solar system and beyond. —J. Patterson; section I: J. Applegate

Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra.

3 points. TuTh 1:10–2:25 section I: MW 2:40–3:55

ASTR C 1404y

Beyond the Solar System

Distances to, and fundamental properties of, nearby stars; nucleosynthesis and stellar evolution; novae and supernovae; galaxies; the structure of the universe and theories concerning its origin, evolution, and ultimate fate. —J. Patterson

Open to any student offering astronomy in partial fulfillment of the science requirement. Recommended preparation: A working knowledge of high school algebra

3 points. TuTh 1:10–2:25

ASTR C 1420x

Galaxies and Cosmology

The content, structure, and possible evolution of galaxies. The “21-centimeter line”: the song of interstellar hydrogen. Distribution mass, seen and unseen, in galaxies and clusters of galaxies. Distribution of clusters over the sky. Quasars and the nuclei of galaxies. The origin of the universe, and the present controversy over its eventual fate. —F. Paerels

Prerequisite: Working knowledge of high school algebra.

3 points. MW 2:40–3:55

ASTR C 1836x
Stars and Atoms

A study of the life cycles of stars, from their birth in cold gas clouds to their final throes in supernova explosions. The turn-of-the-century revolution in physics: x-rays, radioactivity, the nuclear atom, and the quantum theory. Energy production by nuclear fission and fusion, and its consequences. —P. Helfand

Recommended preparation: A working knowledge of high school algebra.

3 points. Not offered in 2005–06.

ASTR C 2001x
Introduction to Astrophysics I

The first term of a two-term, calculus-based introduction to astronomy and astrophysics. Topics include the physics of stellar interiors, stellar atmospheres and spectral classifications, stellar energy generation and nucleosynthesis, supernovae, neutron stars, white dwarfs, interacting binary stars. —K. Menov

Prerequisite: A working knowledge of calculus. *Corequisite:* A course in calculus-based general physics.

3 points. TuTh 1:10–2:25

ASTR C 2002y
Introduction to Astrophysics II

Continuation of ASTR C 2001x. These two courses constitute a full year of calculus-based introduction to astrophysics. Topics include the structure of our galaxy, the interstellar medium, star clusters, properties of external galaxies, clusters of galaxies, active galactic nuclei, cosmology. —D. Schiminovich

Prerequisite: A working knowledge of calculus. *Corequisite:* A course in calculus-based general physics.

3 points. TuTh 1:10–2:25

ASTR C 2900y
Frontiers of Astrophysics Research

Several members of the faculty will each offer a brief series of talks providing context for a current research topic in the field and will then present recent results of their ongoing research. Opportunities for future student research collaboration will be offered. Grading is Pass/Fail. —D. Schiminovich

1 point. F 11:00–12:00

ASTR C 3101x
Stellar Structure and Evolution

The physics of stellar structure, stellar atmospheres, nucleosynthesis, stellar evolution, interacting binary stars, white dwarfs, and neutron stars. —C. Scharf

Prerequisite: One year of calculus-based general physics.

3 points. Not offered in 2005–06.

ASTR C 3102y
Extrasolar Planets and Astrobiology

Planets and planetary dynamics, detecting extrasolar systems, characteristics of extrasolar planets, astrobiology. —C. Scharf

3 points. MW 1:10–2:25

ASTR C3103
The Galaxy and the Interstellar Medium

—Bryan, G.

3 points Th 2:40–3:55

ASTR C 3601x
General Relativity, Black Holes, and Cosmology

An introduction to general relativity, Einstein's geometrical theory of gravity. Topics include special relativity, tensor calculus, the Einstein field equations, the Friedmann equations and cosmology, black holes, gravitational lenses and mirages, gravitational radiation, and black hole evaporation.

—E. Spiegel

Prerequisite: One year of calculus-based general physics.

3 points. Th 2:40–3:55

ASTR C 3602y**Physical Cosmology and Extragalactic Astronomy**

The standard hot big bang cosmological model and other modern observational results that test it. Topics include the Friedmann equations, the standard model of particle Physics, the age of the universe, primordial nucleosynthesis, the cosmic microwave background, the extragalactic distance scale, and modern observations. —Z. Haiman

Prerequisite: One year of calculus-based general physics.

3 points. TTh 2:40–3:55

ASTR C 3646x**Observational Astronomy**

An introduction to the basic techniques used in obtaining and analyzing astronomical data. Focus on “ground-based” methods at optical, infrared, and radio wavelengths. Regular use of the telescope facilities atop the roof of the Pupin Labs and at Harriman Observatory. The radio-astronomy portion consists mostly of computer labs. In research projects, students also work on the analysis of data obtained at National Observatories. —A. Crotts

3 points. MW 1;10–2:25

ASTR C 3273x**High Energy Astrophysics**

Prerequisite: One year of calculus-based general physics. Physics majors could take this course with no previous astronomy background. —J. Halpern

3 points. Not offered in 2005–06.

ASTR C 3997x and C 3998y**Independent Research**

A variety of research projects conducted under the supervision of members of the faculty. Observational, theoretical, and experimental work in galactic and extragalactic astronomy and cosmology. The topic and scope of the work must be arranged with a faculty member in advance: a written paper describing the results of the project will be required at its completion. (A two-semester project can be designed so that the grade YC is given after the first term.) Senior majors in Astronomy or Astrophysics wishing to do a Senior Thesis should make arrangements in **May of their junior year** and sign up for a total of 6 points over their final two semesters. Both a substantial written document and an oral presentation of thesis results will be required.—F. Paerels

3 points.

Astronomy-Physics-Geology C 1234x–1235y**The Universal Timekeeper: An Introduction to Scientific Habits of Mind**

An introduction to ideas and models of thought in the physical sciences, adopting as its theme the use of the atom as an imperturbable clock. Lectures develop basic physical ideas behind the structure of the atom and its nucleus and then explore such diverse applications as measuring the age of the Shroud of Turin, determining the diets of ancient civilizations, unraveling the evolution of the universe, and charting the history of earth’s climate. Facility with high school algebra is assumed. —D. Helfand

Prerequisite for C 1235y is C 1234x.

3 points. Not offered in 2005–06.

For description of other astronomy courses, see the *Columbia College Bulletin*.

Physics Courses**PHYS V 1051x, 1052y****Elementary Physics**

An introduction to physics with emphasis on quantum phenomena, relativity, and models of the atom and its nucleus. —Lecture: H. Evans; Lab: S. Antonova

No previous background in physics is expected; high school algebra is required. Includes laboratory given by Barnard. Satisfies the Barnard science requirement, but not the physics requirement for admission to medical school.

4 points. Lecture: MW 2:40–3:55

PHYS BC 1091x, 1092y
Elementary Physics Laboratory

—S. Antonova

The laboratory of V 1051, 1052 without the lecture. Students taking C 1001–1002 with BC 1091–1092 are doing the same thing as if they had registered for V 1051–1052 except that they receive separate grades for the lecture and lab.

1 point.

PHYS V 1201x, 1202y
General Physics

Mechanics, heat, electricity, magnetism, optics, and modern physics. —A. Blaer

No prerequisite. Non-calculus-based approach. Should be taken with accompanying lab PHYS V 1291x, 1292y. Satisfies requirements for medical school.

3 points. MW 11:00–12:15

PHYS C 1291x, 1292y
General Physics Laboratory

—M. Tuts

Laboratory to accompany V 1201, 1202.

1 point.

PHYS BC 2001x
Physics I: Mechanics

Fundamental laws of mechanics. Kinematics, Newton's laws, work and energy, conservation laws, collisions, rotational motion, oscillations, gravitation. —S. Antonova, Lab: J. Levin

Corequisite: Calculus I or the equivalent.

4.5 points. TuTh 10:30–11:50 Laboratory TBA

PHYS BC 2002y
Physics II: Electricity and Magnetism

Charge, electric field, and potential. Gauss's law. Circuits: capacitors and resistors. Magnetism and electromagnetism. Induction and inductance. Alternating currents. Maxwell's equations. —J. Levin

Prerequisite: Physics BC 2001x or the equivalent. Corequisite: Calculus II.

4.5 points. TuTh 10:30–11:50 Laboratory TBA

PHYS V 1900y
Seminar in Contemporary Physics and Astronomy

Lectures on current areas of research with discussions of motivation, techniques, and results, as well as difficulties and unsolved problems. Each student submits a written report on one field of active research. —Instructor TBA

Prerequisite or corequisite: Any 1000-level course in the Physics or Astronomy departments. This course may be repeated for credit only with the instructor's permission.

1 point. F 11:00–12:00

PHYS C 2801x, 2802y
General Physics

Mechanics, heat, electricity, magnetism, and light. —C. Hailey

Prerequisite: Advanced placement in mathematics or some knowledge of differential and integral calculus and permission of the departmental representative. (A special placement meeting is held during Orientation Week.)

4 points. TuTh 10:35–12:25; recitation sections Tu 4:00–5:00, Th 4:00–5:00

PHYS BC 3001x
Physics III: Waves and Optics

Nonlinear pendulum oscillations, transverse vibrations-elastic strings, longitudinal sound waves, seismic waves, electromagnetic oscillations & light, rainbows, haloes, the Green Flash; polarization phenomena-Haidinger's Brush, Brewster's angle, double refraction, optical activity; gravity & capillary waves; interference, diffraction, lenses & mirrors.—T. Halpin-Healy

Prerequisites: Physics BC 2002y or the equivalent. Corequisite: Calculus III.

5 points.

PHYS W 3003x

Mechanics

Newtonian mechanics. Oscillations and resonance. Conservative forces and potential energy. Central forces. Non-inertial frames of reference. Rigid body motion. Introduction to Lagrangian mechanics. Coupled oscillators and normal modes. —E. Ponton

Prerequisites: General physics and integral calculus.

3 points. MW 11:00–12:15

PHYS BC 3006y

Quantum Physics

Wave-particle duality and the Uncertainty Principle. The Schrödinger equation. Basic principles of the quantum theory. Energy levels in one-dimensional potential wells. The harmonic oscillator, photons, and phonons. Reflection and transmission by one-dimensional potential barriers. Applications to atomic, molecular, and nuclear physics. —R. Mukherjee

Prerequisite: BC 3001 or C 2601 or the equivalent.

3 points. TuTh 1:10–2:25

PHYS W 3007y

Electricity and Magnetism

Electrostatics and magnetostatics. Laplace's equation and boundary-value problems. Multipole expansion. Dielectric and magnetic materials. Faraday's law. AC circuits. Maxwell's equations. Lorentz covariance and special relativity. —G. Brooijmans

Prerequisites: BC 1207 or the equivalent, and differential and integral calculus.

3 points. MW 11:00–12:15

PHYS W 3008x

Electromagnetic Waves and Optics

Maxwell's equations and electromagnetic potentials. The wave equation. Propagation of plane waves. Reflection and refraction. Geometrical optics. Transmission lines, wave guides, and resonant cavities. Radiation. Interference of waves. Diffraction. —G. Brooijmans

Prerequisite: W 3007y.

3 points. MW 9:35–10:50

PHYS W 3081x, y

Intermediate Laboratory Work

The laboratory has available 12 individual experiments, of which two are required for 1.5 points. Each experiment is chosen by the student in consultation with the instructor. Registration in each section is limited by the laboratory capacity. Experiments (classical and modern) cover electricity, optics, and atomic and nuclear physics topics. —M. May

For junior and senior physics majors. May be repeated for credit by performing different experiments.

1.5 points.

PHYS BC 3082x

Advanced Physics Laboratory

Barnard College physics laboratory has available a variety of experiments meant to complement 3000-level lecture courses. Each experiment requires substantial preparation, as well as written and oral presentations. Elementary particle experiments: detectors, cosmic ray triggers, muon lifetime.

—R. Mukherjee

1.5 points.

PHYS W 3083y

Electronics Laboratory

Experiments in solid state electronics, with introductory lectures. —J. Parsons

Permission of the instructor required. Corequisite: W 3003 or W 3007. Registration is limited to the capacity of the laboratory.

2 points. MW 1:10–4:00

PHYS V 3086y**Quantum Physics Laboratory**

Experiments illustrating phenomenological aspects of the early quantum theory—(i) Hydrogenic Spectra: Balmer Series & Bohr-Sommerfeld Model; (ii) Photoelectric Effect: Millikan's Determination of h/e ; (iii) Franck-Hertz Experiment; and (iv) Electron Diffraction Phenomena. Substantial preparation required, including written and oral presentations, as well as an interest in developing the knack and intuition of an experimental physicist. This course is best taken concurrently with PHYS BC 3006y *Quantum Physics*. —R. Mukherjee

3 points.

PHYS V 3088x**Advanced Electromagnetism Laboratory**

Classical electromagnetic wave phenomena via Maxwell's equations, including—(i) Michaelson and Fabry-Perot Interferometry, as well as a thin-film interference and elementary dispersion theory; (ii) Fraunhofer Diffraction (and a bit of Fresnel); (iii) Wireless Telegraphy I: AM Radio Receivers; and (iv) Wireless Telegraphy II: AM Transmitters. Last two labs pay homage to relevant scientific developments in the period 1875–1925, from the discovery of Hertzian waves to the Golden Age of Radio. Complements PHYS W 3008x *Electromagnetic Waves and Optics*. —T. Halpin-Healy

3 points. Not offered Fall 2005.

PHYS V 3500x, y**Supervised Readings in Physics**

Readings in a selected field of physics under the supervision of a faculty member. Written reports and periodic conferences with the instructor. —Staff

Prerequisite: Written permission of the faculty member who agrees to act as supervisor and the permission of the departmental representative.

3 points.

PHYS V 3900x, y**Supervised Individual Research**

For specially selected students, the opportunity to do a research problem in contemporary physics under the supervision of a faculty member. Each year several juniors are chosen in the spring to carry out such a project beginning in the autumn term. A detailed report on the research is presented by the student when the project is complete. —Staff

Permission of the departmental representative required.

1 to 5 points a term.

PHYS G 4003y**Advanced Mechanics**

Lagrange's formulation of mechanics. The calculus of variations and the action principle. Hamilton's formulation of mechanics. Applications to rigid body motion and normal modes. —B. Cole

Prerequisite: W 3003.

3 points. MW 9:35–10:50

PHYS G 4021x**Quantum Mechanics**

The formulation of quantum mechanics in terms of state vectors and linear operators. Three-dimensional spherically symmetric potentials. The theory of angular momentum and spin. Identical particles and the exclusion principle. Methods of approximation. Multi-electron atoms. —A. Millis

Prerequisites: W 3003, W 3007, BC 3006.

3 points. TuTh 10:35–11:50

PHYS G 4023x**Thermal and Statistical Physics**

Thermodynamics, kinetic theory, and statistical mechanics. Energy and entropy. Classical and quantum statistics. Ideal and real gases. Black-body radiation. Chemical equilibrium. Phase transitions. Ferromagnetism. —W. Zajc

Prerequisite: BC 3006y.

3 points. TuTh 1:10–2:25

For a description of other courses, see the *Columbia College Bulletin*.

POLITICAL SCIENCE

417A Lehman Hall

212-854-8422; Fax 212-854-3024

www.barnard.edu/polisci/

Professors: Dennis G. Dalton, Ester R. Fuchs, Richard M. Pious (Adolf S. and Effie E. Ochs Professor and Chair), Kimberly J. Marten, Paula Franzese (Visiting), Brigitte Nacos (Visiting)

Professor Emeritus: Demetrios J. Caraley (Janet H. Robb Professor Emeritus and Research Scholar), Peter H. Juviler (Senior Scholar and Special Lecturer)

Associate Professors: Xiaobo Lü, Sheri Berman, Shelly Burt (Adjunct), Flora S. Davidson (Adjunct)

Assistant Professors: Linda J. Beck, Alexander A. Cooley, Jeffrey M. Friedman, Kimberley S. Johnson, Lorraine C. Minnite, Robert Amdur (Adjunct), Judith Russell (Visiting)

Senior Lecturer: Kathleen Knight

Departmental Administrator: Nell Dillon-Ermers

Other officers of the University offering courses listed below:

Professors: Brian Barry, Thomas Bernstein, Richard Betts, Lee C. Bollinger, Douglas Chalmers, Jean Cohen, Gerald L. Curtis, Jon Elster, Robert Jervis, David C. Johnston, Mark Kesselman, Helen Milner, Andrew J. Nathan (Chair), Warner Schilling, Robert Shapiro, Jack Snyder

Associate Professors: Victoria Murillo, Robert C. Lieberman, Nadia Urbinati, Gregory Wawro

Assistant Professors: Julie Cooper, Tanisha Fazal, V. Page Fortna

Political science analyzes the nation-state and its sub-national components (executive, legislative, judicial, and administrative units), processes such as budgeting, lawmaking, diplomacy, interest representation, and public policies. In comparative politics, two or more nation-states or their sub-national units are used to develop generalizations about, institutions or behavior, and to understand regional political trends. Political science develops an understanding of power, influence, negotiation, and decision-making, as well as voter choice, citizen competence and social mobilization. It considers fundamental questions of political theory: the rational and moral authority of leaders; the legitimacy of their actions; the relationship of politics to religious, ethical, and legal standards, including the movement to define and enforce human rights, and the balance between freedom and equality.

The major prepares the student to play a leadership or participant role as a citizen in a democratic society, including preparing her to become a public or party official, civil servant, commentator, or civic volunteer. It equips students with skills and core competencies which are vital for advanced professional education and a wide variety of professional careers, including law, business, journalism and communications; and work in philanthropic, public interest, or international development organizations. The major prepares students for advanced graduate study in political science and schools of public affairs and international affairs, which lead to careers in teaching, research, and policy innovation and analysis. Lecture courses develop reasoning skills and critical analysis of readings; small group settings of the colloquia develop research and oral presentation skills; small-group or tutorial approaches in the senior seminars provide a setting for a significant research project. Elective courses emphasize other competencies, including survey research and quantitative analysis of data in parties and elections courses; cost-benefit, decision-tree and other risk-management methodologies in decision-making courses; negotiation skills and game simu-

lations in decision-making and international affairs courses; legal research in constitutional law and civil liberties courses; and field research in urban studies courses. The department encourages students to develop their skills in external internships and campus organizations, and many courses integrate student experiences in discussions and research projects.

Students interested in public careers should inquire about the five-year joint-degree programs at Columbia University's School of International and Public Affairs. These include the Graduate Program in Public Policy and Administration (MPA) and the Master of International Affairs Program (MIA).

REQUIREMENTS FOR THE MAJOR

A student majoring in Political Science is required to take a minimum of ten semester courses from the department's listed offerings, including:

A. Three of the following introductory courses:

Political Science BC 1001	<i>Dynamics of American Politics</i>
Political Science BC 1013	<i>Political Theory</i>
Political Science V 1501	<i>Comparative Politics</i>
Political Science V 1601	<i>International Politics</i>

B. Two colloquia or other courses requiring a research paper from among those courses designated by an asterisk (*).

C. Two semesters of research seminar for the senior essay: POLS BC 3761x-3762y, taken in the senior year. Both majors and concentrators are required to write a senior essay as part of the work for this required two-semester research seminar.

D. Three electives selected in consultation with the major advisor.

Note: Majors in the Class of 2005 and before, remain subject to the nine-course major requirement and the requirement that of two introductory courses, one be POLS BC 1001.

A major, in consultation with her adviser, plans an overall program that, while providing some background in various areas, can place special emphasis on particular interests: the American political system (including its urban subsystem), foreign political systems, international relations, or political theory.

Departmental approval must be granted for transfer courses used toward the major. A maximum of three courses may be taken outside the courses listed in this catalogue to count for the major. Within this three-course limit, the following caps apply: two transfer courses; one summer course; two study-abroad courses.

A student granted Advanced Placement (AP) college credit in either American Politics or Comparative Politics with a score of 5 will be exempt from the corresponding required introductory course (POLS BC 1001 or V 1501), after successfully completing one advanced course (3000-level or higher) in either American or Comparative Politics, respectively, listed in the Barnard catalogue. A student granted AP college credit for both American and Comparative Politics with a score of 5 will be exempt from the two corresponding introductory courses, after successfully completing one advanced course each in American Politics and Comparative Politics listed in the Barnard catalogue. No courses taken in summer school, study abroad programs, or transferred from other institutions may be used to give this AP exemption. AP credit granted by the College does not apply toward completion of the ten-course major or five-course minor requirements in Political Science.

REQUIREMENTS FOR URBAN STUDIES MAJORS WITH POLITICAL SCIENCE SPECIALIZATION

A student majoring in Urban Studies with a specialization in Political Science is required to take a minimum of five semester courses, including:

POLS BC 1001	<i>Dynamics of American Politics</i>
POLS V 3313	<i>American Urban Politics</i>

Three from the following courses:

POLS BC 3230	<i>Political Economy of Regionalism in the U.S.</i>
POLS W 3245	<i>Race and Ethnicity in American Politics</i>
POLS BC 3300	<i>Colloquium on Political Participation and Democracy</i>
POLS BC 3305	<i>Colloquium on the Politics of Urban and Social Policy</i>
POLS BC 3327	<i>Colloquium on the Content of American Politics</i>
POLS BC 3333	<i>Colloquium on Policy Analysis</i>
POLS BC 3335	<i>Mass Media and American Democracy</i>
POLS BC 3433	<i>Colloquium on Democratic Political Theory and Ethics</i>
POLS W 4311	<i>American Parties and Elections</i>

REQUIREMENTS FOR THE MINOR

A student minoring in Political Science is required to take a minimum of five semester courses (at least three points each), including one introductory course. At least four of these five courses must be from listed offerings in this section of the Barnard Catalogue. AP credit may not be used to satisfy this requirement.

COURSES OF INSTRUCTION

In addition to Barnard courses, the list includes selected Columbia offerings. For detailed descriptions, see the *Columbia College Bulletin*.

Introductory Courses

POLS BC 1001x, y **Dynamics of American Politics**

Examination of the American political system, including elections, political parties, and national institutions: the Presidency, the Congress, and the Judiciary. —x: R. Pious, L. Minnite; y: K. Johnson

POLS W 1201 at Columbia does not satisfy the major or minor requirement. L-course: enrollment limited to 50 students in each section.
3 points.

POLS BC 1013x, y **Political Theory I, II**

Major texts of political theory from Plato to the present. Emphasis on comparison of basic concepts such as those of human nature and the ideal society, freedom and authority, equality and leadership, methods of creating change. —x,y: R. Amdur

POLS BC 1013 is a prerequisite for BC 1014. No credit is given for BC 1014 unless BC 1013 has been satisfactorily completed. No exceptions will be granted. PHS W 1002 at Columbia does not satisfy the major or minor requirements.
3 points.

POLS V 1501x, y
Comparative Politics

An introduction to major issues and theories in comparative politics, democratization, and human rights. —x: P. Oldenburg; y: L. Beck

Required discussion section: POLS V 1511. Enrollment limited to 100. May be taken at Barnard or Columbia.

3 points.

POLS V 1601x, y
International Politics

Setting and dynamics of global politics; application of theories of international relations to selected historical and contemporary problems. —x: K. Marten, P. Fortna; y: R. Jervis

Required discussion section: POLS V 1611. Enrollment limited to 150. May be taken at Barnard or Columbia.

3 points.

Lecture Courses

Unless otherwise specified, these courses do not have limits on class size. Lectures are the primary mechanism of instruction; see individual course descriptions for information on discussion sections.

American Government and Politics

POLS V 3313x
American Urban Politics

Patterns of government and politics in America's large cities and suburbs. Urban socioeconomic environment; influence of party leaders, local officials, and social and economic notables; racial, ethnic, and other interest groups; the press, the general public, and federal and state governments; the impact of urban government on ghetto and other urban problems. —J. Russell

3 points.

POLS BC 3335y
Mass Media and American Democracy

An examination of the structure of the mass media in the United States and their impact on the political and social beliefs, opinions, and behaviors of both the mass public and political elites. Particular attention will be paid to the tension that forms between the potential for an informed citizenry and the potential for a manipulated public. —K. Knight

Prerequisite: POLS BC 1001 or the equivalent. Not open to students who have taken POLS W 4220. For information on POLS BC 3336 Workshop in Mass Media and Politics, see below under SYMPOSIA.

3 points.

POLS W 4311x
American Parties and Elections

The changing role of political parties and elections in the American political system. The historical development of party conflict; the structure of party organization at the local and national levels; the roles of party and the media during presidential elections; who votes and why; and the future of American political parties. —E. Fuchs

Prerequisite: POLS BC 1001 or the equivalent.

3 points. Not offered in 2005–06.

POLS W 4316x
The American Presidency

Growth of presidential power, creation and use of the institutionalized presidency, presidential-congressional and presidential-bureaucratic relationships, and the presidency and the national security apparatus. —R. Pious

Prerequisite: POLS BC 1001 or the equivalent.

3 points.

POLS W 3210x
Judicial Politics

—J. Lax
3 points.

POLS W 3285x
Freedom of Speech and Press

—L. Bollinger
3 points.

POLS W 4220x
Mass Media and American Politics

—B. Nacos
Note: not open to students who have taken POLS BC 3335.
3 points.

POLS W 4226x
American Politics & Social Welfare Policy

—R. Lieberman
3 points.

POLS W 4238x
Public Opinion & Political Behavior

—R. Shapiro
3 points.

POLS W 3230y
The Politics of American Policymaking

—J. Russell
Prerequisite: POLS BC 1001 or equivalent.
3 points.

POLS W 3245y
Race and Ethnicity in American Politics

—Instructor TBA
3 points.

POLS W 3260y
Latino Political Experience

—Instructor TBA
Prerequisite: POLS BC 1001 or equivalent.
3 points.

POLS W 3322y
The American Congress

—G. Wawro
Prerequisite: POLS BC 1001 or equivalent.
3 points.

POLS W 3399y
The Supreme Court & American Politics

—D. Lax
Prerequisite: Sophomore standing.
3 points.

Comparative Politics and Foreign Government

POLS BC 3007y

Modern Political Movements

Causes, structures, and strategies of 20th-century political movements with particular reference to issues of imperialism, nationalism, gender, and race. Case studies of Indian nationalism, Nazism, Bolshevism, and the women's and civil rights movements. —Staff

3 points. Not offered in 2005–06.

POLS V 3620y

Contemporary Chinese Politics

An introduction to some basic aspects and major events in Chinese political life under the communists since 1949, focusing on the post-Mao reform period since 1978. Examination of economic and political development in China in a broader context of global transition from authoritarianism and state socialism. —Instructor TBA

Prerequisite: POLS V 1501 or POLS BC 3424 or permission of the instructor.

3 points.

POLS W 4435y

Political Corruption and Governance

A survey of the social science discourse on political corruption in the contemporary world and its relationship to political and economic development. Exploration of questions concerning political corruption—its causes, consequences, patterns, and effective mechanisms to reduce, contain, and eliminate corruption. —X. Lü

Prerequisite: POLS V 1501 or its equivalent. Additional courses in comparative politics are recommended.

Open to undergraduate students with at least sophomore standing and graduate students.

3 points.

POLS W 4496y

Contemporary African Politics

Topics include the transition from colonialism to independence, ethnic and class relations, the state, strategies for development, international influences, and case studies of selected countries. —L. Beck

Prerequisite: POLS V 1501 or the equivalent or permission of the instructor.

3 points. Not offered in 2005–06.

POLS W 3514x

European Union

—A. Goodhart

3 points.

POLS W 4472x

Japanese Politics

—G. Curtis

3 points.

POLS W 4471x

Chinese Politics

—T. Bernstein

3 points.

POLS W 4445y

Politics in the Middle East & North Africa

—Instructor TBA

3 points.

POLS W 4476y

Korean Politics

—S. Kim

3 points.

International Relations and Foreign Policy

POLS V 3633x

International Political Economy: Theories, Approaches, and Debates

A survey of the contending theories and approaches to the study of international political economy. Topics covered include: hegemony and stability, international cooperation, economic statecraft and sanctions, domestic actors and lobbyists, development and dependency, post-Communist reforms, and globalization. —A. Cooley

Prerequisite: POLS V 1601 or the equivalent; an introductory course in Economics is highly recommended. Not open to students who have taken POLS BC 3800. Limited to 55 students.

3 points. Not offered in 2005–06.

POLS V 3675y

Russia and the West

An exploration of Russia's ambiguous relationship with the West, focusing on the political, cultural, philosophic, and historical roots of this relationship, as well as its foreign policy consequences. Cases are drawn from tsarist, Soviet, and post-Soviet periods. Special emphasis is placed on issues of political economy and international security. —K. Marten

Prerequisite: POLS V 1601 or permission of the instructor.

3 points. Not offered in 2005–06.

POLS W 4869x

Korean Foreign Relations

—S. Kim

3 points.

POLS W 4895x

War, Peace, and Strategy

—R. Betts

3 points.

POLS W 3619y

Nationalism & Contemporary World Politics

—J. Snyder

3 points.

POLS W 3630y

Politics of International Economic Relations

—C. Pinto

3 points.

POLS W 4808y

Weapons, Strategy, and War

—W. Schilling

3 points.

Political Theory

POLS W 3100y

Justice

—D. Johnston

3 points.

POLS W 4134y

Modern Political Thought

—N. Urbinati

3 points.

POLS W 4610y**Recent Continental Political Thought**

—J. Cohen

3 points.

Symposia

Formats of these courses include discussion, and some courses may involve role-playing and game simulations, practicums, workshops, or other instructional methods. See individual course descriptions for limits on class size and enrollment information.

POLS BC 3336x, y**Workshop in Mass Media and Politics**

Students intern at mass media organizations in New York City (newspapers, magazines, television, and radio stations, etc.) while doing readings in media and politics. Reading lists are tailored to specific internships. Students meet every other week with instructor to discuss readings and connect them to internship experiences. Research paper required. —K. Knight

Junior or senior status. Prearrange internship through the Office of Career Development. Prerequisite or corequisite: POLS BC 3335 or the equivalent. Permission of the instructor required.

2 points.

POLS V 3615x**Globalization and International Politics**

An exploration of how globalization affects the structures and functions of the international economy, state sovereignty, international security, and international civil society. Emphasis is placed on problems of international governance, legitimacy and accountability, and the evolving organizational processes that characterize contemporary international politics. —A. Cooley

Prerequisites: POLS V 1601 International Politics. An introductory course in Economics, Political Economy, or International Political Economy is highly recommended. Limited to 55 students.

3 points.

POLS W 4321y**The Constitutional Law of Presidential-Congressional Relations**

Constitutional issues involved in presidential-congressional relations, including assertions of presidential emergency powers, control of the administrative agencies, and the constitutional law of diplomatic and war powers. —R. Pious

Prerequisite: POLS BC 1001 or the equivalent.

3 points.

POLS W 4414y**Making Democracy Work**

An examination of problems facing the many new democracies which have emerged since mid-1970, which asks what, if anything, outsiders can do to help. Explores the literature on democratic consolidation, the extent to which factors leading to successful consolidation can be influenced by outside actors, and specific cases of U.S. intervention. —S. Berman

Prerequisite: One course in Comparative Politics. Limited to 30 students.

3 points.

POLS BC 3012y**The United Nations in International Politics**

Examination of the purposes, structures, roles, and achievements of the United Nations, focusing on contemporary issues: peacekeeping, sanctions, humanitarian aid, economic development, and international law. Attention is paid to conflict and cooperation between states in the General Assembly and Security Council, the influence of NGOs, and the operation of the bureaucracy. —K. Marten

Prerequisite: POLS V 1601. Admission by sign-up with the instructor only. Enrollment limited to 45 students.

3 points. Not offered in 2005–06.

POLS V 3020y

Democracy and Its Critics

An historical overview and examination of significant philosophical attacks on and defenses of democracy: Plato, Marsilius, Savonarola, Hobbes, Locke, Mill, Lippmann, Schumpeter, Hayek, Dahl, Walzer, Wollheim. —J. M. Friedman

3 points. Not offered in 2005–06.

POLS V 3027y

Liberalism, Communitarianism, and the Good

Close reading of some of the canonical contemporary writers on the relationship between the individual, the community, and the good—Rawls, Nozick, Taylor, Sandel, MacIntyre—and, for some philosophical perspective, Leibniz and Weber. —J. M. Friedman

3 points. Not offered in 2005–06.

POLS BC 3200y

American Political Development, 1789–1980

Explores the development of the American political system and its institutions, including Congress and the Presidency. Traces the ways in which institutions shape our political life, and conversely the ways politics change institutions. Examines how historical approaches to American politics can shed light on some of the current dilemmas now facing the American political system. —K. Johnson

Prerequisite: POLS BC 1001 or the equivalent.

3 points. Not offered in 2005–06.

POLS BC 3230x

The Political Economy of Regionalism in the U.S.

Examines how political and economic institutions shape patterns of regional and urban development. Focus on the role of national, state and local politics, especially federalism and intergovernmental relations, in explaining how Silicon Valley and Appalachia (or wealthy suburbs and poor inner cities) can exist in the same country. In turn, we examine how varied patterns of development influence politics. —K. Johnson

Prerequisite: POLS BC 1001 or the equivalent.

3 points. Not offered in 2005–06.

POLS W 3461x

Latin American Politics

Comparative theoretical and empirical analysis of political development and regime change in the region through close study of the interrelated nature of polity, society, and economy in selected cases. —Staff

Prerequisite: POLS V 1501, or W 3502, or permission of the instructor.

3 points. Not offered in 2005–06.

POLS W 4850x

Making Markets

An interdisciplinary, theoretical examination of the politics and debates surrounding post-Communist economic reforms (“transitions”) in Eastern Europe and the former Soviet Union. Topics include: socialist legacies, transition strategies, privatization politics, corruption and the “Mafiya,” social effects, democratization, and the influence of international actors. —A. Cooley

Prerequisite: Introductory course in Economics or Political Economy.

3 points. Not offered in 2005–06.

Human Rights—Political Science

POLS W 3001x

Introduction to Human Rights

Evolution of the theory and content of human rights; the ideology and impact of human rights movements; national and international human rights law and institutions; their application with attention to universality within states, including the U.S., and internationally. —A. Nathan

3 points.

Colloquia

Discussion of readings and development of research skills through completion of a research paper, which constitutes the major work for the course. Admission to each colloquium is limited to sixteen students. Apply through the Barnard Political Science Department office during the preceding semester's program-planning period. Students are assigned by the Department and not by individual instructors. Majors must complete two colloquia.

***POLS BC 3055x**

Colloquium on Political Violence And Terrorism

The most important aspects of domestic and international terrorism in the United States and abroad; the "new" terrorism of the post-Cold War era and anti- and counter-terrorist measures.—B. Nacos

Prerequisite: POLS V 1501 or the equivalent. Admission by application through the department only.

4 points.

***POLS BC 3100x**

Colloquium on the Logic of Social-Scientific/Historical Research

Intended to engender methodological self-awareness among students who might write senior theses requiring empirical research. After undertaking close readings and discussions of great methodological theorists, participants will write research papers and subject them to collective scrutiny grounded in reflecting on the purpose and assumptions behind social-scientific and historical research.

—J. M. Friedman

Prerequisite: Admission by application through the department only.

4 points. Not offered in 2005–06.

***POLS BC 3110y**

Colloquium on Justice and the Family

Examination of issues involving the family, from the perspective of traditional and modern political theory. —S. Burt

Admission by application through department only.

4 points.

***POLS BC 3118x**

Colloquium on Problems in International Security

Readings, discussions, and presentations on selected problems in international security.

—K. Marten

Prerequisite: POLS V 1601 or the equivalent. Admission by application through the department only.

4 points.

***POLS BC 3119y**

Colloquium on Islam and Politics

Examination of how Islam shapes political institutions and attitudes. Analysis of Islam as religious doctrine and political ideology in six Muslim societies. Discussion of transnational issues of Islam and politics, including the status of women in Muslim societies, fundamentalism, and the "Islamic threat" in the post-Cold War era. —L. Beck

Prerequisite: POLS V 1501 or the equivalent. Admission by application through the department only.

4 points. Not offered in 2005–06.

***POLS BC 3300x**

Colloquium on Political Participation and Democracy

Examination of the role of citizen participation in the development of American democracy. Topics include movements of women, workers, racial minorities and students; community organizing; voting, parties, and electoral laws; and contemporary anti-corporate movements. —L. Minnite

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points.

POLS BC 3301x*Colloquium on Women as Voters, Candidates and Leaders**

Following a brief review of the history of women's status in politics, the role of women as members of the electorate, as candidates, and as elected representatives and leaders in the contemporary United States will be investigated in detail. —K. Knight

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.
4 points.

POLS BC 3302y*Colloquium on First Amendment Values**

Examines the first amendment rights of speech, press, religion and assembly. In-depth analysis of landmark Supreme Court rulings provides the basis for exploring theoretical antecedents as well as contemporary applications of such doctrines as freedom of association, libel, symbolic speech, obscenity, hate speech, political speech, commercial speech, freedom of the press and religion. —P. Franzese

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.
4 points.

POLS BC 3305y*Colloquium on the Politics of Urban Policy**

An analysis of the rise and decline of the federal safety net for poor people and poor cities, focusing primarily on the Carter to Clinton administrations. Analysis of the content of policies through the lenses of presidential leadership, party distribution in Congress, and the movement of Americans away from cities. —Staff

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.
4 points. Not offered in 2005–06.

POLS BC 3326x*Colloquium on Civil Rights and Liberties**

Exploration of some currently evolving civil rights and liberties, primarily through analysis of Supreme Court decisions and pending cases. Topics include race and sex discrimination; sexual harassment; desegregation; affirmative action; freedom of expression, including pornography and "hate speech"; and abortion. —P. Franzese

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.
4 points.

POLS BC 3327y*Colloquium on Content of American Politics**

Readings, discussions, and research on contemporary issues in American politics. Specific topics vary each semester, but have included the politics of race, the consequences of federalism, and the politics of the 1960s and its impact on contemporary politics. —Fuchs

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.
4 points. Not offered in 2005–06.

POLS BC 3331y*Colloquium on American Political Decisionmaking**

Readings on decisionmaking, policy analysis, and the political setting of the administrative process. Students will simulate an ad hoc Cabinet Committee assigned to prepare a presidential program to deal with aspects of the foreign aid program involving hunger and malnutrition. —R. Pious

Prerequisite: POLS B 1001 or the equivalent. Admission by application through the department only.
4 points.

POLS BC 3333y*Colloquium on Policy Analysis**

Examination and analysis of the political, economic, historical, and pragmatic factors which shape government employment policy today. Includes critical exploration of the economic assumptions that underpin the government jobs policy and the way we do business; changes in the private sector that impact on the number and the nature of available jobs; and the global business environment in which American business and workers must compete.—J. Russell

Prerequisite: POLS BC 1001 or equivalent. Admission by application through the department only.

4 points. Not offered in 2005–06.

POLS BC 3329y*Colloquium on American Political Thought**

Arguments about the Constitution, liberty, equality, and citizenship, from the Founding to the present. —Instructor TBA

Prerequisites: pols BC 1001 or equvelent. Admission by application through the department only.

4 points. Not offered in 2005–06.

POLS BC 3410y*Colloquium on Human Rights in a Diverse World**

Exploration of the nature of human rights and questions of their validity and relevance, protection and redefinition, in this world of cultural diversity and diversity of national interests. —P. Juviler

Admission by application through the department only.

4 points.

POLS BC 3423y*Colloquium on Nonviolence**

Nature and dynamics of nonviolent action, especially when it is directed at gaining political and social change. Focus on Mahatma Gandhi's theory and practice of nonviolence in South Africa and India, 1906–1947. Comparison of this example with other instances of nonviolent action in 20th-century America and Europe. —D. Dalton

Prerequisites: Both POLS BC 1013 and BC 1014. No exceptions will be granted. Admission by application through the department only.

4 points. Not offered in 2005–06.

POLS BC 3425y*Colloquium on the Politics of Development in East Asia**

Designed to inform students about the politics of development in one of the world's most rapidly growing regions—East Asia (Japan, China, Korea, and Taiwan), focusing on the role of the state in economic development. —Instructor TBA

Prerequisite: POLS V 1501, V 1601 or the equivalent. Admission by application through the department only.

4 points.

POLS BC 3433x*Colloquium on Democratic Political Theory and Ethics**

Selected topics in democratic theory, viewed in the context of American politics. Topics include representation, disobedience, toleration, and the tension between democracy and individual rights. —R. Amdur

Prerequisite: Any one of POLS BC 1001, BC 1013, BC 1014 or the equivalent. Admission by application through the department only.

4 points Not offered in 2005–06.

POLS BC 3500y*Colloquium on Political Economy of Corruption and Its Control**

A comparative political economy course which addresses some important questions concerning corruption and its control: the concept, causes, patterns, consequences, and control of corruption. Introduces students to and engages them in several key social science debates on the causes and effects of political corruption. —X. Lü

Prerequisite: POLS V 1501 or permission of the instructor. Admission by application through the department only.

4 points.

POLS BC 3502y*Colloquium on Comparative Political Movements**

Readings, discussions, and research on 20th-century political movements—their origins, development, goals, strategies, and ideologies; when they succeed or fail. Case studies include communist, fascist, and nationalist movements, as well as the women's and civil rights movements in the U.S. —Staff

Prerequisite: POLS V 1501 or permission of the instructor. Admission by application through the department only.

4 points. Not offered in 2005–06.

POLS BC 3800y*Colloquium on International Political Economy**

A survey of the major theories and issues that inform the study of international political economy. Topics include: hegemony and stability, international cooperation, economy and security, international trade, money and finance, North-South relations, regional integration, and globalization.

—A. Cooley

Prerequisite: POLS V 1601 or equivalent. Admission by application through the department only. Not open to students who have taken POLS V 3633.

4 points. Not offered in 2005–06.

POLS BC 3805y*Colloquium on International Organization**

An exploration of the various structures, institutions, and processes that order relations among states and/or actors in the international system. Emphasis will be placed on contemporary issues such as dilemmas of humanitarian intervention, the politics of international institutions, the rise of non-governmental organizations, and globalization. —A. Cooley

Prerequisite: POLS V 1601 or the equivalent. Admission by application through the department only.

4 points.

Independent Study Option

POLS BC 3799x, y**Independent Study**

Students who wish to do independent study should speak to a faculty member willing to serve as sponsor, then fill out a "Request for Approval of Credit for Independent Study" and obtain signatures from the sponsor and chair of the department. File with the Committee on Programs and Academic Standing, which must approve all requests. (No credit is given for an internship or job experience per se, but credit is given for an academic research paper written in conjunction with an internship, subject to procedures outlined above.) Students must consult with the sponsor in advance of filing as to workload and points of credit. A project approved for 3 or 4 points counts as a course for the purpose of the ten-course major or five-course minor requirement. No more than two such 3- or 4-point projects may be used for the major, and no more than one for the minor. An independent study project may not be used to satisfy either the colloquium or senior essay requirements. —Staff

Quantitative Methods

POLS BC 3345y
Statistical Analysis of Politics and Policy

Use of the microcomputer, including SPSS and electronic spreadsheets, in analysis of problems in the political process and public policy; practical applications in statistical analysis. —Staff
Satisfies Quantitative Reasoning requirement. Recommended prior course: POLS BC 1001.
4 points. Not offered in 2005–06.

Urban Studies URBS BC 3200x
Spatial Analysis

For course description, please see the **Urban Studies** section.
Satisfies Quantitative Reasoning requirement. Recommended prior course: POLS BC 1001.
3 points.

POLS W4360x
Mathematical Methods of Political Science

—M. Ting
3 points.

POLS W 4910x
Quantitative Political Research

—R. Shapiro
3 points.

Research Seminars

Group or individual meetings depending on instructor. Course requirements are satisfied through completion of the Senior Essay, a project involving research using primary sources, which may include documents, interviews, field observation, or other data. Admission to each section is limited. Students are admitted by the Barnard Political Science Department and not by individual instructors. Apply through the Department Office during the semester preceding senior standing. Only the two-semester research seminar BC 3761–3762 satisfies the senior essay requirement for Barnard Political Science majors. The senior seminar must be taken for both semesters; there is no single-semester seminar option.

POLS BC 3761x–3762y

Research Seminars

Researching and writing of a senior essay a topic selected by the student. —Staff
Prerequisite : A student writes a senior essay in a subfield in which she has successfully completed an introductory course. It is strongly recommended that she has also successfully completed an advanced course in this subfield.
4 points per semester. Two semesters.

American Government and Politics:

Sec.1—L. Minnite
Sec.2—K. Johnson

International Relations and Foreign Policy:
Sec.6—A. Cooley

Comparative Politics and
Foreign Government:

Sec. 3—X. Lü Sec.5—S. Berman
Sec.4—L. Beck

Political Theory:
Sec.7—R. Amdur

Note: the following single-semester seminars do not satisfy either the colloquium or senior essay requirements for Barnard Political Science majors, but do count toward the ten-course major and five-course minor requirements. Consult the Columbia department for admission procedures and requirements.

POLS W 3911x, 3912y (*Columbia*)
Seminars in Political Theory

POLS V 3921x, 3922y (*Columbia*)
Seminars in American Politics I, II

POLS W 3951x, 3952y (*Columbia*)
Seminars in Comparative Politics I, II

POLS W 3961x, 3962y (*Columbia*)
Seminars in International Politics

Graduate Courses

Certain graduate courses given in the University not listed in this catalogue are open to qualified undergraduate majors with the approval of the department and the major adviser. These courses are described in the bulletins of the Graduate School of Arts and Sciences, the Graduate Program in Public Affairs and Administration, and the School of International and Public Affairs.

Courses Offered at Reid Hall in Paris

Political Science courses are offered, in French, at Reid Hall in Paris. See the Columbia Continuing Education & Special Programs bulletin available in 203 Lewisohn Hall or www.ce.columbia.edu/paris.

Study-Abroad Approvals

The Department and the College require that a minimum of seven of the ten courses required for the major be fulfilled at Barnard or Columbia. Students should consult with their adviser prior to going abroad to assure that the specific courses the student intends to take are appropriate for major transfer credit. Final approval cannot be given until the student returns. (See departmental guidelines for studying abroad from the Department Office or online <http://cedar.barnard.columbia.edu/~polisci/program/abroad.html>.)

PSYCHOLOGY

415 Milbank Hall

854-2069

www.barnard.edu/psych

Professors: Peter Balsam (Samuel R. Milbank Professor), Larry B. Heuer, Robert E. Remez, Susan Riemer Sacks, Rae Silver (Helene L. and Mark N. Kaplan Professor)

Professor Emerita and Senior Scholar: Lila Ghent Braine

Associate Professors: Steven Stroessner (Chair), Barbara Woike

Assistant Professors: Paul J. Currie, Eshkol Rafaeli, Ann M. Senghas (Departmental Representative), Lisa K. Son

Adjunct Professors: William Fifer, Patricia Kenny

Adjunct Associate Professors: Wendy McKenna, Patricia Stokes

Adjunct Assistant Professors: Jillian Grose-Fifer, Tovah P. Klein (Director of the Toddler Center), Deborah Lawrence, Karen Seeley, Sandra F. Stingle

Term Associate Professor: E'mett McCaskill

Term Assistant Professor: Jennifer S. Pardo

Psychology is the study of behavior and experience, from love to aggression, from the first babbling of infants to intellectual creativity, from sexuality to the physiology of taste. Faculty members in Psychology have a wide range of interests, including social and cognitive development, memory, Language, animal learning, social stereotyping, the self-concept, the resolution of conflict, and behavior neuroscience.

Common to all areas of psychology is a concern with adequate and appropriate method. The student will encounter many perspectives on psychological evidence and technique through lecture, laboratory, field courses, and other offerings.

Opportunities are available for supervised research, teaching, and field experience. Independent study and the Senior Seminar involve participation in research with a faculty member. The Toddler Center and a course in Field Work in Psychological Services provide first-hand contact with the study of psychology. The Department also sponsors a Psychology Club.

Psychology as a major concentration is good preparation for many careers. Many students enter graduate school in psychology, neuroscience, education, and professional schools, including medical, law, and business schools. There is no set sequence for a given career goal, but the Department recommends a balance between courses that are directly preparatory and those that establish a broad intellectual foundation.

Science requirement: Students desiring to fulfill the science requirement through Psychology are encouraged to take their lab courses in their early years at Barnard, because seniors do not receive priority in lab placements. To ensure exposure to different methods in psychology, the two lab courses must be drawn from different groups. See the description of lab groups under *Requirements for the Major*.

Students should request Department permission for lab courses in April and November for the following semester. Information about Department permission is available in Room 415 Milbank.

A laboratory fee of \$30 is charged for each laboratory course: BC 1105, BC 1108, BC 1113, BC 1117, BC 1123, BC 1127 and BC 1136.

Students interested in the Neuroscience and Behavior major should consult page 288.

REQUIREMENTS FOR THE MAJOR

The student majoring in Psychology is exposed to the diversity of the discipline through the required core courses and the selection of appropriate electives.

Eight courses in Psychology (of which two must be lab courses) and three courses in related disciplines are required for the major. Six of the eight required Psychology courses must be taken at Barnard College.* Statistics cannot be taken during the summer. Students who have passed the Advanced Placement exam with a score of 4 or 5 can satisfy major requirements (eight courses in Psychology, two labs, three courses in related disciplines) without BC 1001.

Students must take:

PSYC BC 1001	<i>Introduction to Psychology</i> (prerequisite for further psychology courses)
PSYC BC 1101	<i>Statistics</i> (preferably in the sophomore year)

Students must take one course from each group, of which two must be laboratory courses:

Group A

PSYC BC 1105 or 1107	<i>Psychology of Learning</i>
PSYC BC 1113 or 1115	<i>Cognitive Psychology</i>

Group B

PSYC BC 1108 or 1110	<i>Perception</i>
PSYC BC 1117 or 1119	<i>Behavioral Neuroscience</i>

Group C

PSYC BC 1123 or 1125	<i>Psychology of Personality</i>
PSYC BC 1136 or 1138	<i>Social Psychology</i>
PSYC BC 1127 or 1129	<i>Developmental Psychology</i>

Three additional elective courses are required. Students may take more than one course in each group.

A maximum of two of the following courses may count toward the major: BC 3465, BC 3466, BC 3591, BC 3592, and BC 3599.

The three required courses in related disciplines should be distributed in this manner: one-year course sequence in a science, both semesters accompanied by a three-hour laboratory section (astronomy, biology, chemistry, environmental science, geology, or physics); and one course from the cognate disciplines (anthropology, computer science, economics, linguistics, philosophy, or sociology). Courses to fulfill major requirements outside of Psychology may be taken for a grade of P.

The eight required Psychology courses must be taken for a letter grade. Students must earn a grade of C- or better in all courses used to fulfill the major requirements, including lab science and cognate courses.

Students cannot receive credit for courses taken elsewhere overlapping substantially with courses taken at Barnard. They should consult with the Department regarding Columbia offerings that overlap and should request Departmental approval for any course taken at an unaffiliated institution.

Senior Requirement

Included among the eight courses required for the major is a Senior Requirement.

Students fulfill the Senior Requirement by completing one of the following courses during their senior year. The course may be taken during the junior year with prior approval by the major advisor and the Departmental Representative of a written petition outlining

**Students who complete an approved Columbia psychology seminar or independent study in their senior year may count this course as one of their six required Barnard courses (see Senior Requirement).*

the rationale for early completion.

- (a) BC 3599, Independent Study (3 or 4 points);
- (b) BC 3591x, 3592y Senior Research Seminar; or
- (c) any 3000-level BC psychology seminar approved by a Psychology Adviser.

Majors may elect to fulfill their Senior Requirement with a Columbia Psychology Department Seminar or Independent Study. Those who elect this option may complete the major with five of the eight required courses at Barnard.

When in doubt, the student should consult with her major adviser, whom she should select when she decides to major in Psychology. The student should select the appropriate adviser by consulting with the Departmental Representative.

REQUIREMENTS FOR THE MINOR

Five courses are required for the minor, including Psychology BC 1001, BC 1101, and one laboratory course. Two additional electives, excluding Psychology BC 3465–BC 3466, BC 3591–BC 3592, and BC 3599, are required. These electives may be selected from the Psychology Department course offerings. Three of the five psychology courses must be taken at Barnard.

COURSES OF INSTRUCTION

Introductory Courses

PSYC BC 1001x, y

Introduction to Psychology

Introduction to the chief facts, principles, and problems of human and animal behavior, through systematic study of a text, lectures, exercises, reading in special fields, and brief participation in a current investigation. (An alternative to participation can be arranged at the student's request.) —Staff

This course is prerequisite for all other psychology courses. Enrollment is limited to 45 students per section. 3 points.

PSYC BC 1099x, y

Science and Scientists

Weekly meetings with researchers to discuss the nature of scientific inquiry in psychology; and intellectual, professional, and personal issues in the work of scientists. —P. Currie

Recommended for first- and second-year students. Prerequisite: BC 1001 or permission of the instructor. 1 point.

CORE COURSES

PSYC BC 1101x, y

Statistics

Introduction to statistics and its applications to psychological research. Basic theory, conceptual underpinnings, and common statistics. Recitation devoted to discussion of weekly problem assignments. —Staff

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 36 students per section. Credit cannot be granted for both W1111 and PSYC BC1101. Students taking W1111 will be exempt from BC1101, but will need an extra elective to achieve the eight Psychology courses required for the major, or the five Psychology courses required for the minor. Students should consult with the Department Representative before enrolling in any other Statistics course, as it may not be accepted towards the major or minor.

4 points.

PSYC BC 1105x

Psychology of Learning

Basic methods, results, and theory in the study of how experience affects behavior. The roles of early exposure, habitation, sensitization, conditioning, imitation, and memory in the acquisition and performance of behavior are studied. Laboratory consists of experiments analyzing learning and memory in rats and humans. —Staff

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1107x

Psychology of Learning

Same as BC 1105, but without the laboratory. —Staff

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 30 students. 3 points.

PSYC BC 1108x

Perception

Introduction to problems, methods, and research in perception. Discussion of psychological studies of seeing, hearing, touching, tasting, and smelling. In the laboratory, students conduct experiments and learn to report their findings. —R. Remez

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1110x

Perception

Same as BC 1108, but without the laboratory. —R. Remez

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 15 students. 3 points.

PSYC BC 1113y

Cognitive Psychology

Selected topics illustrating the methods, findings, and theories of contemporary cognitive psychology. Topics include attention, memory, categorization, perception, and decision making. Special topics include neuropsychology and cognitive neuroscience. The laboratory consists of experiments related to these topics. —J. Pardo

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 48 students. Laboratory fee: \$30.

4.5 points Lecture. Laboratory.

PSYC BC 1115y

Cognitive Psychology

Same as BC 1113, but without laboratory. —J. Pardo

Prerequisite: BC 1001. Enrollment limited to 20 students. 3 points.

PSYC BC 1117y

Behavioral Neuroscience

Introduction to the physiological bases of behavior: organization and function of the nervous system; neural conduction and synaptic transmission. Topics include: the neural bases of sensory and motor systems; ingestive behavior; drug addiction and reward circuits; sexual behavior; sleep and circadian rhythms; neuroplasticity and learning; memory and amnesia; and psychopathology. —P. Currie

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 40 students. Laboratory fee: \$30. 4.5 points. Lecture. Laboratory.

PSYC BC 1119y

Behavioral Neuroscience

Same as BC 1117y, but without laboratory. —P. Currie

Prerequisite: BC 1001. Enrollment limited to 20 students. 3 points.

PSYC BC 1123x**Psychology of Personality**

Surveys the principal approaches to personality and their implications for personality development, psychological adjustment, and everyday behavior. In laboratory, students will participate in all stages of personality research: conceptualizing a personality construct, designing and administering tests, identifying individual differences, and carrying out a study. —Staff

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 50 students.

4.5 points. Lecture. Laboratory.

PSYC BC 1125x**Psychology of Personality**

Same as PSYC BC 1123y, but without laboratory. —Staff

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 25 students.

3 points.

PSYC BC 1127x, y**Developmental Psychology**

Cognitive, linguistic, perceptual, motor, social, affective, and personality development from infancy to adolescence. Laboratory offers an opportunity for direct observation of children; major areas of research at each level of development are covered. —x: Staff y: A. Senghas

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 44 students. Laboratory fee: \$30.

4.5 points. Lecture. Laboratory.

PSYC BC 1129x, y**Developmental Psychology**

Same as BC 1127, but without laboratory. —x: Staff y: A. Senghas

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 20 students.

3 points.

PSYC BC 1136y**Social Psychology**

A survey of contemporary theory and research on social thought and behavior. Issues such as person perception, attitudes, attraction, aggression, stereotyping, group dynamics, and social exchange will be explored. The application of theory and research to addressing social problems will be discussed.

—S. Stroessner

Prerequisite: BC 1001 and departmental permission. Enrollment limited to 50 students. Laboratory fee: \$30.

4.5 points. Lecture. Laboratory.

PSYC BC 1138y**Social Psychology**

Same as BC 1136, but without laboratory. —S. Stroessner

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 25 students.

3 points.

Middle-Level Courses**PSYC BC 2134x****Educational Psychology**

Through a participative classroom model, the major theories of child and adolescent development and learning fundamental to the educative process are examined. Analysis of applications and implications of psychological knowledge for classroom teaching through observations and research in elementary and secondary school classes. Includes instructional models, motivation, teaching and learning strategies, evaluations, and gender issues. —S. R. Sacks

Prerequisite: BC 1001 or permission of the instructor.

3 points.

PSYC BC 2141x, y
Abnormal Psychology

Introduction to the study of deviant and maladaptive behaviors such as childhood disorders, depression, schizophrenia, eating disorders, and mental retardation, focusing on scientific, philosophical, and sociocultural issues in the study of abnormal behavior and the relationship between diagnosis and treatment strategy. —E. Rafaeli

Prerequisite: BC 1001 or permission of the instructor. Enrollment limited to 60 students.

3 points.

PSYC BC 2151y
Organizational Psychology

Introduction to behavior of individuals and small groups in work organizations. Recent theory and research emphasizing both content and research methodology. Motivation and performance, attitudes and job satisfaction, power, influence, authority, leadership, cooperation and conflict, decision making, and communications. —Staff

Prerequisite: BC 1001. Enrollment limited to 45 students.

3 points.

PSYC BC 2154y
Hormones and Reproductive Behavior

Biological basis of parental and sexual behavior from a comparative perspective. Complex relations among genetic, hormonal, environmental, and experiential factors in mediating sexual, parental, emotional, and feeding behavior. Aspects of biology and physiology necessary to understand those behavioral processes are covered in class and are not prerequisites. —Staff

Prerequisite: BC 1001 or Biology BC 1101, 1102. Enrollment limited to 45 students.

3 points.

PSYC BC 2156y
Introduction to Clinical Psychology

A survey of the historical roots and conceptual models in clinical psychology, aimed at becoming familiar with professional issues in the field, and comparing assessment techniques and therapeutic approaches for their utility, efficacy, and soundness —E. Rafaeli

Prerequisites: Both BC 1001 and 2141, as well as one of the following: Personality, Human Motivation, or Developmental Psychology. Enrollment limited to 35 students

PSYC BC 2158y
Human Motivation

Outlines major theoretical questions and research approaches in human motivation. In particular, it focuses on empirical investigations of motivation in social contexts, emphasizing goal formation, goal conflict, the self, and the influence of nonconscious processes. Motivation for competence, control autonomy, achievement, altruism, and intimacy will also be covered. —N. Glassman

Prerequisite: BC 1001. Enrollment limited to 20 students.

4 points.

PSYC BC2163x
Human Learning and Memory

Survey of contemporary theories and empirical research on human memory. Topics will include sensory, short term and long term memory, levels of processing, organization, forgetting, and encoding specificity. Special topics include eyewitness testimony, amnesia, implicit memory, and false memory. —L. Son

Prerequisites: BC 1001 and at least one psychology lab course. Enrollment limited to 20 students.

3 points

UPPER-LEVEL COURSES**PSYC BC 3152y****Psychological Aspects of Human Sexuality**

A survey and critical evaluation of research investigating psychological, biological, and social factors in human sexual behavior. Topics will include sexuality throughout the life span, sexual dysfunction, and cultural constructions of sexuality. —W. McKenna

Prerequisite: BC 1001 and two other psychology courses and permission of the instructor. Enrollment limited to 30 students. Preference given to seniors.

3 points.

PSYC BC 3153x**Psychology and Women**

Selected topics examined from diverse perspectives in Western society. Topics include gender differences in cognitive tasks, in social power, and in personality and attitudes; gender and sexism as concepts; sexuality; women's health; violence against women. —L. Braine

Prerequisite: Four courses in psychology; exceptions made for majors in Women's Studies. Enrollment limited to 20 students.

4 points.

PSYC BC 3155y**Psychology and Law**

A survey of the research of psychology as it relates to the legal process. Among the topics covered are eyewitness identifications, jury decision making, repressed memory, child witnesses, and capital punishment. Each of these problems will be considered from both a theoretical and an applied perspective. —Staff

Prerequisite: BC 1001, one other psychology course, and permission of the instructor. Enrollment limited to 20 students.

4 points.

PSYC BC 3162x**Introduction to Cultural Psychology**

Challenges to the universalizing assumptions and perspectives of psychology. Drawing on recent theory and research in cultural psychology, an examination of cultural approaches to topics of psychological significance, such as the self, emotion, and gender; and an exploration of potential interdisciplinary collaborations. —K. Seeley

Prerequisites: BC 1001 and either BC 1123, BC 1125, BC 2141, or permission of the instructor. Enrollment limited to 20 students.

4 points.

PSYC BC 3164y**Perception and Language**

Psychological investigations of spoken communication from listener's perspective. Topics include perception and sounds of speech and the apprehension of meaning from words and utterances; the perceptual basis for rhyme and rhythm in speech; and the natural history of vocal communication. —R. Remez

Prerequisite: BC 1105, BC 1108, BC 1117, BC 1127, BC 1130, or equivalent. Enrollment limited to 20 students.

4 points. Not offered in 2005–06.

PSYC BC 3165y

The Social Self

Review of the classic and contemporary empirical research pertaining to the self, with an emphasis on the self as a socially-based construct. Focus on the social basis of identity, self-concept, and self-regulation. —S. Stroessner

Prerequisites: BC 1001 and one other Psychology course. Enrollment limited to 20 students.

4 points.

PSYC BC 3166y

Social Conflict

A survey of the literature on development of social conflict, the motivations and cognitions of individuals in conflict, and the procedures available for resolving conflict. Particular emphasis will be placed on the psychology of fairness and its implications for conflict resolution. —L. Heuer

Prerequisites: BC 1001 and one additional Psychology course. Enrollment limited to 20 students.

4 points.

PSYC BC 3177x

Psychology of Drug Use and Abuse

An examination of the biological, psychological, and social factors that lead to drug use and abuse. A biopsychosocial model will be used to examine the behavioral effects of prescription, “over the counter,” and “street” drugs. Treatments, therapies, and theories of addictive behaviors will be explored.

—E. McCaskill

Prerequisite: BC 1001. Enrollment limited to 30 students.

3 points.

PSYC BC 3180y

Neurodevelopmental Processes and Cognitive/Behavioral Disorders

Explores the evolution of disorders affecting children due to some impairment in the brain or nervous system. Constitutional vulnerabilities demonstrate that nervous system injury varies as a function of neurodevelopmental stage. Disorders to be studied include those impacting language, hearing, vision, movement, mood and emotion, and learning. —E. McCaskill

Prerequisite: BC 1117/1119, BC 3177, BC 3380, or BIO BC 3362. Enrollment limited to 30 students.

3 points.

PSYC BC 3369x

Language Development

An examination of the acquisition of a first language by children, from babbling and first words to complex sentence structure and wider communicative competence. Signed and spoken languages, cross-linguistic variation and universalities, language genesis and change, and acquisition by atypical populations will be discussed. —A. Senghas

Prerequisites: BC 1001, one Psychology laboratory course, one of the following: PSYC W 2240, BC 1127, BC 1129, or LIN BC V 1101, and permission of the instructor. Enrollment limited to 15 students.

4 points. Not offered in 2005–06.

PSYC BC 3372x

Comparative Cognition

A review and critical evaluation of current empirical research investigating cognitive processes in both human and non-human species. Topics include comparisons in episodic memory, metacognition, theory of mind, self-awareness, and language abilities. —L. Son

Prerequisite: BC 1001 and one additional course in psychology. Enrollment limited to 20 students.

4 points. Not offered in 2005–06.

PSYC BC 3373y
Health Psychology

A consideration of research on the interaction of biological, psychological, and social factors related to health and illness. Issues such as the relationship of stress to illness, methods of coping with illness and improving health, and the relationship between psychological factors and recovery from illness will be discussed. —B. Woike

Prerequisites: BC 1001 and or equivalent, plus two more psychology courses (preferably BC 1117–19, BC 1136–38, BC 1123–25). Enrollment limited to 15 students. Permission of instructor required.
 4 points. Not offered in 2005–06.

PSYC BC 3376x,y
Infant Development

Analysis of human development during the fetal period and early infancy. Review of effects of environmental factors on perinatal perceptual, cognitive, sensory-motor, and neurobehavioral capacities, with emphasis on critical conditions involved in both normal and abnormal brain development. Other topics include acute and long term effects of toxic exposures (stress, smoking, and alcohol) during pregnancy, and interaction of genes and the environment in shaping the developing brain of "high-risk" infants, including premature infants and those at risk for Sudden Infant Death Syndrome. —W. Fifer

Prerequisites: BC 1001 and BC 1127 or BC 1129. Limited to 15 students.
 4 points.

PSYC BC 3379x
Psychology of Stereotyping and Prejudice

Review of current literature from experimental social psychology pertaining to stereotyping and prejudice. Topics include: functions and costs of stereotyping, the formation and maintenance of stereotypes, and stereotype change. Recent research concerning the role of cognitive processes in intergroup perception will be emphasized. —S. Stroessner

Prerequisites: BC 1001 and permission of the instructor. Enrollment limited to 20 students.
 4 points.

PSYC BC 3380x
Fundamentals of Neuropsychology

Exposition of research and theory in neuroscience with an emphasis on the use of neural imaging techniques (EEG, evoked potentials, MEG, PET, fMRI) for exploring sensation, perception, and cognition in the healthy, intact brain. —J. Grose-Fifer

Prerequisite: BC 1001 and permission of the instructor. Enrollment limited to 20 students.
 4 points.

PSYC BC3382y
Adolescent Psychology

Examines adolescent development in theory and reality. Focuses on individual physiological, sexual, cognitive, and affective development and adolescent experiences in their social context of family, peers, school, and community. Critical perspectives of gender, race and ethnicity, sexuality, and "teen culture" explored. —S. Riemer Sacks

Prerequisites: BC 1001 and Developmental Psychology or permission of the instructor. Enrollment limited to 20 students.
 4 points

PSYC BC 3383x

Neuropharmacology and Behavior

Basic principles of the study of drugs that influence the neural systems and induce changes in behavior. Molecular, biochemical and behavioral characterization of psychotropic drugs: stimulants, sedative-hypnotics, anxiolytics, alcohol, hallucinogens, and opiates. Etiology and treatment of psychological and neurological disorders. —P. Currie

Prerequisites: One of the following: PSYC BC 1117, PSYC BC 1119, BIO BC 3280 and permission of the instructor. Enrollment limited to 20 students.

4 points.

PSYC BC3387y

Topics in Neuroethics

Recent advancements in neuroscience raise profound ethical questions. Neuroethics integrates neuroscience, philosophy, and ethics in an attempt to address these issues. The course reviews current debated topics relevant to the brain, cognition, and behavior. Bioethical and philosophical principles will be applied allowing students to develop skill in ethical analysis. —E. McCaskill

Prerequisites: BC 1001 and one of the following: Neurobiology, Behavioral Neuroscience, Fundamentals of Neuropsychology. Enrollment limited to 20 students.

4 points

PSYC G 4232y

Production and Perception of Language

Review of classic and current research on spoken communication. Peripheral transduction, auditory and phonetic analysis, word recognition, phrase formation, formal and informal speech, idiolect, and infant and nonhuman listeners. —R. Remez

Prerequisite: PSYC W 2240, BC 2160, or BC 3164, or permission of the instructor.

4 points. Not offered in 2005–06.

Research and Field Work Courses

PSYC BC 3465x, 3466y

Field Work and Research Seminar: The Barnard Toddler Center

The Barnard Toddler Center provides the focus for field work and research in applied developmental psychology, an amalgam of developmental, educational, and clinical psychology. Students assist one morning a week at the Center, make individual class presentations, carry out team research projects, and participate in a two-hour weekly seminar which integrates theory, research, and practice. —T. Klein

Prerequisites: BC 1127 or 1129 and permission of the instructor. Permission should be requested in the Spring of the year preceding registration. Enrollment limited to 16 students. This is a two-semester course only.

8 points.

PSYC BC 3473x

Field Work Seminar in Psychological Services and Counseling

Supervised field work (minimum of 7 hours per week) applying psychological principles to work and treatment in clinical, educational, medical, and other institutional settings. Seminar discussions of theoretical approaches to clinical problems and case materials. —S. Stingle

Prerequisites: Three psychology courses and permission of the instructor required during program planning the previous Spring. Enrollment limited to 12 students; seniors are given priority.

4 points.

PSYC BC 3591x, 3592y
Senior Research Seminar

Discussion and conferences on a research project culminate in a written and oral senior thesis. Each project must be supervised by a scientist working at Barnard or at another local institution. Successful completion of the seminar substitutes for the major examination. —P. Balsam
Open to senior psychology majors who submit a research proposal which has been approved by the course instructor and the project supervisor. Prerequisites: BC 1101, a minimum of five other completed psychology courses, and permission of the instructor. This is a year-long course.
4 points.

NSBV BC 3593x, 3594y
Senior Research Seminar: Neuroscience and Behavior

Same as above, except for Neuroscience and Behavior majors. —P. Balsam
4 points.

PSYC BC 3599x, 3599y
Individual Projects

Research projects planned in consultation with members of the department. —Staff
Open to majors with written permission of the department member who will supervise the project.
3 or 4 points.

RELIGION

219 Milbank Hall

854-2597

www.barnard.edu/religion

Professors: Randall Balmer (Chair), John Stratton Hawley (Ann Whitney Olin Professor), Alan Segal (Ingeborg Rennert Professor)

Associate Professor: Elizabeth Castelli

Assistant Professors: Wendi L. Adamek

Adjunct Associate Professor: Celia Deutsch

Other officers of the University offering courses listed below:

Professors: Peter Awn, Lucianne Bullett (Adjunct), David Halivni, Gillian Lindt (Emerita), Robert Pollack (Biological Sciences), Wayne L. Proudfoot, Robert Somerville, Robert A. F. Thurman

Assistant Professors: Courtney Bender, Joseph Loizzo (Psychiatry), Jonathan Schortz, Naguin Yavari

Senior Lecturer: Gary Tubb

When major social theorists trained their eye on religion a century or so ago, there was often the sense that it was a dying—or at least decaying—species. Yet the years from then until now seem less to confirm this view than to refute it. Religious institutions, rituals, ideas, and communities remain a vital aspect of human culture and global politics. They are more pressingly in need of being understood now than ever.

The Departments of Religion at Barnard and Columbia marshal an array of academic approaches to the study of religion, representing the depth and diversity of the world's religious traditions, past and present. The category of religion—along with key related terms like belief, spirituality, mystical experience, and ritual—is historically and culturally contingent; many of our courses interrogate these terms and the conditions of their construction. Yet we are committed to engaging “religion,” which persists so strongly in common usage and public debate, and is so hard to capture in any related domain or theoretical system.

Morningside Heights provides unique resources for the study of religion. The University's specialized programs and centers, especially its regional institutes, create a context for exploring in depth the linguistic, literary, political, and cultural milieus that bear on particular religious traditions. The new Center for the Study of Science and Religion enriches curricular offerings in that field. Barnard's Center for Research on Women often focuses on issues of ethics and policy where questions of religion and gender are paramount, and Barnard Religion faculty are particularly active in the area. Barnard and Columbia offer intensive language training in the languages of the major religious traditions of the world: Arabic, Chinese, Greek, Hebrew, Japanese, Latin, Persian, Sanskrit and other Indic languages, and Tibetan, among others. The Jewish Theological Seminary of America and Union Theological Seminary, with their world-renowned libraries, are our neighbors. And the city as a whole provides one of the world's best laboratories for the study of religion.

Our program tries to help students discover these resources and use them well. Many courses fulfill the College's general education requirements.

REQUIREMENTS FOR THE MAJOR

The department's strengths in comparative study, textual and social analysis, philosophy, theory, and cultural history allow students to balance close study in one area with a broad investigation of the field we name "religion." Working closely with an advisor in the department, majors construct a cluster of five courses that relate to one another in a coherent fashion (#1 below) and support the senior thesis. To complement this depth, they select four courses that lend breadth to their studies in religion (#2). Students considering Religion as a major should contact the chair or a member of the department in their sophomore year to begin planning their programs.

The Religion major requires twelve courses, as follows:

- (1) *Major cluster*: five intermediate or advanced courses, including one seminar. As many as two of these courses may come from other departments, and individually supervised research (V 3901–02: Guided Readings) may also be included. This cluster of courses may be organized around a particular tradition or geographic area: Hinduism, Islam, religion in America, etc. Alternatively, students may design clusters that focus on a set of related subjects and concerns, such as religion in New York; religion in theory and practice; religion and culture; religious texts and histories; religion, women, gender; or religion, race, nation, ethnicity.

Yet these are only exemplary. Students are urged to design their own clusters, supplementing departmental listings with religion-related courses posted on the Barnard Religion Department's website as "Religion Related courses" and on the Columbia Religion Department's website as "Related Courses." Several sample majors are posted on the Barnard Religion Department's website.

- (2) *Breadth*: four Religion courses—either lecture or seminar—that lend geographical, historical, and/or disciplinary range to a student's program.
- (3) One semester of the Juniors' Colloquium (V 3798–99), engaging major theoretical issues in the field.
- (4) The two-semester Senior Research Seminar (BC 3997–98), which must be taken in sequence, beginning in autumn and continuing through the spring, and which structures the experience of preparing a senior thesis. Students work together in this seminar to develop, critique, and accomplish their research projects, submitting a formal proposal and partial draft in the fall and completing the research and writing in the spring.

The department encourages study abroad, particularly in summers or in one semester of the junior year, and is eager to help facilitate internships and funded research. These possibilities often contribute very meaningfully to the senior essay project.

MINORS AND COMBINED MAJORS

A Religion minor comprises five courses, one of which must be a seminar. Students intending to minor in Religion should contact the department chair. Combined majors are offered with the programs in Human Rights and in Jewish Studies.

COURSES OF INSTRUCTION

Beyond the introductory level, courses are listed in two groups: those that focus on a particular region or tradition, and those that are philosophical, thematic, or comparative in nature. In thinking about potential clusters, students' attention is also drawn to courses about religion that elude these rubrics: those that focus on science, gender, migration, and cross-traditional contacts, among others.

RELI BC 1801

Introduction to Western Religions

The phenomenology of religious experience and the historical forms of religious life. The presuppositions, data, and documents of the religions of the West. —C. Deutsch

3 points.

RELI BC 1802

Self and Society in Asian Religions

Major motifs in the religions of East and South Asia—Hindu, Buddhist, Confucian, Daoist, Shinto. Focuses on foundational “classics” and on a selection of texts, practices, and political engagements that shape contemporary religious experience in Asia. —W. Adamek

3 points. Not Offered in 2005–06.

RELI V 2005

Buddhism: Indo-Tibetan

A historical introduction to Buddhist thought, scriptures, practices, and institutions. Attention given to Theravada, Mahayana, and Tantric Buddhism in India and Tibet. —R. Thurman

3 points.

RELI V 2008

Buddhism: East Asian

An introductory survey that studies East Asian Buddhism as an integral, living religious tradition. Emphasis is placed on the reading of original treatises and historiographies in translation. Historical events are discussed in terms of their relevance to contemporary problems confronted by Buddhism. —Chun-Fang Yu

3 points.

RELI V 2105

Christianity

A survey of Christianity from its beginnings through the Reformation. —R. Somerville

3 points.

RELI V 2205

Hinduism

Considers efforts since 1900 to synthesize a coherent understanding of what “Hinduism” entails, sometimes under the heading of *sanatana dharma*. Using a rubric provided by the *Bhagavad Gita*, explores philosophical/theological (*jnana*), ritual (*karma*), and devotional (*bhakti*) aspects of Hindu life and thought. —J. Hawley

3 points.

RELI V 2305

Islam

Islamic institutions, ideas, and spirituality; their origin and development in formative and classical periods (7th–13th century A.D.); and their continued evolution in a variety of cultural settings. —P. Awn

3 points.

RELI V 2405**Chinese Religious Traditions**

An historical survey highlighting major developments in Chinese religion: includes selections from the “Warring States” classics, developments in popular Daoism, and an overview of the golden age of Chinese Buddhism. Touches on “Neo-Confucianism,” popular literature of the late imperial period, and the impact of Western ideas. —W. Adamek

3 points. Not offered in 2005–06.

RELI V 2415**Japanese Religious Traditions**

A study of the development of the Japanese religious tradition in the pre-modern period. Attention given to the thought and practices of Shintoism, Buddhism, and Confucianism; the interaction among these religions in Japanese history; the first encounter with Christianity. —R. Abé

3 points. Not offered in 2005–06.

RELI V 2505**Judaism**

A historical overview of Jewish belief and practice as these have crystallized and changed over the centuries. Special attention to ritual and worship, the forms of religious literature, central concepts, religious leadership and institutions, Israel among the nations. —A. Segal

3 points.

RELI V 2800**Religion and the Modern World**

This course is designed to familiarize students with the academic study of religion. It draws the attention of students to the field of religious studies as an interdisciplinary and cross-cultural nexus for the study of societies and cultures. — M. Taylor

3 points

RELI V 2820**Science and Religion, East and West**

A comparative examination of science and religion in Asian and Western traditions. —J. Loizzo, R. Pollack

3 points. Not offered in 2005–06.

RELI V 2830**Science and Religious Experience**

A continuation to the introduction of the study of science and religion offered in RELI V 2660, “Science and Religion, East and West.” It explores the divergence in scientific and religious approaches to human experience by examining the way selected Western and Eastern traditions explicate, interpret and/or cultivate contemplative and meditative states. — Loizzo, Pollack

3 points. Not offered in 2005–06.

RELI V 3015**Buddhist Ethics**

An investigation of the main textual sources of the Buddhist ethical tradition, with attention to their historical operation within Buddhist societies, as well as consideration of their continuing influence on contemporary developments, Western as well as Asian. —R. Thurman

3 points.

RELI V 3120**Introduction to the New Testament**

An introduction, by critical methods, to the religious history of the Christian movement in the New Testament period.

3 points. Not offered in 2005–06.

RELI V 3140

Early Christianity

Examination of the competing currents within early Christianity, with emphasis placed on the literary and social expressions of Christian belief and identity. Topics to be covered include persecution and martyrdom, debates over authority and religious experience, orthodoxy and heresy, and asceticism and monasticism, among others.

3 points. Not offered in 2005–06.

RELI V 3205

Vedic Religions

—L. Bulliet

3 points

RELI V 3335

History of Sufism

—P. Awn

3 points. Not offered in 2005–06.

RELI V 3410

Daoism

This thematic exploration of Daoist beliefs and practices gives attention to political and individualist philosophies, visionary journeys, spirits and deities, immorality practices, celestial bureaucracy, ritual, and theatre. Also discusses key methodological issues involved in the study of Daoism, such as the problematic distinction between “elite” and “folk” traditions, and the dynamics of sectarianism and syncretism. —W. Adamek

3 points. Not offered in 2005–06.

RELI V 3501

Hebrew Bible

Introduction to the literature of ancient Israel against the background of the ancient Near East.

—A. Segal

3 points. Not offered in 2005–06.

RELI V 3508

Judaism During the Time of Jesus

An introduction to the Hellenistic period of Jewish history, with emphasis on sectarian movements and the emergence of rabbinic Judaism and Christianity as the two dominant religions of the West.

—A. Segal

3 points. Not offered in 2005–06.

RELI V 3520

Peshat and Derash in the Jewish Tradition

The history of rabbinic interpretation throughout the ages, distinguishing between Biblical exegesis and Talmudic exegesis with some reference to both Dead Sea Scrolls and early Christian Biblical expositions. —D. Halivni

3 points. Not offered in 2005–06.

RELI V 3525

Law and Lore (Halakha and Aggadah) in the Jewish Tradition

Examines the differences between Halakha (the legal portion of the Talmud) and Aggadah (the more legal portion) with respect to both content and form. Special emphasis on selections from the Talmud and Midrash that reflect the intrinsic nature of these two basic genres of rabbinic literature.

—D. Halivni

3 points. Not offered in 2005–06.

RELI V 3530

Jewish Ethics

Major philosophical issues concerning the nature and basis of Jewish ethics. —D. Shatz

3 points. Not offered in 2005–06.

RELI V 3544**Jewish Family Law**

Jewish marriage and inheritance law. A survey of the legal obligations an individual owes, and the privileges he or she receives from being a member of a family. —D. Halivni

3 points. Not offered in 2005–06.

RELI V 3555**Development of the Jewish Holidays**

The sources and historical development of Jewish holidays. An attempt to trace historically how the holidays took on their present form and, when feasible, to emphasize the different modes of observances among different groups. —D. Halivni

3 points. Not offered in 2005–06.

RELI V 3560**Jewish Liturgy**

A survey of Jewish liturgy from the Bible to modern times, with occasional forays into Dead Sea prayer. Philosophy and theology for prayer are considered, and, when possible, the social message is emphasized. —D. Halivni

3 points. Not offered in 2005–06.

RELI V 3570**Women and Judaism: Folklore or Religion?**

Examines the relationship between Jewish women and religion that is both theirs and not theirs. Explores matters of law, ritual, practice, communal status, (re)reading of ancient texts, lived experiences.—J. Schorsch

3 points

RELI V 3571**Issues in Modern Jewish Thought**

A critical exploration of the consequences of the encounter between Judaism and modernity.

—J. Schorsch

3 points

RELI V 3602**Religion and American Culture I**

Survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity. —R. Balmer

3 points. Not offered in 2005–06.

RELI V 3603**Religion and American Culture II**

A survey of American religion from the Civil War to the present, with an emphasis on the ways religion has shaped American history, culture, and identity. —R. Balmer

3 points.

RELI V 3610**Religion and American Film**

An exploration of relationships between religion and popular film with particular attention to the way religious narratives and symbols in film uphold and critique norms of race, class and gender in the formation of American societal institutions (political structures, economy, family, and community organization).

3 points. Not offered in 2005–06.

RELI V 3650x**Religion and the Civil Rights Movement**

An examination of the role of religion in the drive for civil rights during the 1950s and 1960s. The course will look at the role of activists, churches, clergy, sermons, and music in forging the consensus in favor of civil rights. —R. Balmer

4 points. Not offered in 2005–06.

RELI V 3651

Evangelicalism

A survey of evangelicalism, “America’s folk religion,” in all of its various forms, including the holiness movement, fundamentalism, pentecostalism, the charismatic movement, neoevangelicalism, the sanctified tradition, and various ethnic expressions. The course will examine the origins of evangelicalism, its theology, and the cultural and political involvement of American evangelicals.

—R. Balmer

3 points

RELI V 3715

Issues in Modern Jewish Thought

A critical exploration of the consequences of the encounter between Judaism and modernity.

3 points. Not offered in 2005–06.

RELI V 3720

Religion and Its Critics: 18th- and 19th-Century Religious Thought

Critics and defenders of religious belief and practice. Readings include Hume, Mendelssohn, Kant, Schleiermacher, Feuerbach, Marx, Kierkegaard, and Nietzsche. —W. Proudfoot

3 points.

RELI V 3730

Philosophy of Religion

Introduction to classical and contemporary issues, including those raised by the comparative study of religion. —W. Proudfoot

3 points. Not offered in 2005–06.

RELI V 3760

Animal Rights: Ethical and Religious Foundations

A critical study of the treatment of animals in modern moral philosophy and in Jewish and Christian thought in order to show that no theory of ethics in either domain can be complete or fully coherent unless the question of animal rights is confronted and satisfactorily resolved. —J. Franklin

3 points Not offered in 2005–06.

ASRL V 3772y

Perspectives on Evil and Suffering in World Religions

—R. McDermott

3 points. Not offered in 2005–06.

RELI V 3798

The Gift and Religion

Topic this year: theories of “the gift” and gifting practices in Chinese Buddhism. —W. Adamek
Barnard Religion Majors may use this course to fulfill Junior’s Colloquium requirement.

4 points. Not offered in 2005–06..

RELI V 3799

Theory and Method in the Study of Religion

An introduction to the comparative study of religion focusing on dominant approaches to the conceptualization, interpretation, and explanation of religious phenomena and on key issues relating to the methodologies appropriate to such investigations. —C. Bender

4 points.

ENRE BC 3810x, y

Literary Approaches to the Bible

—x: A. Segal; y: P. Ellsberg

Limited to 20 students.

4 points. Not offered in 2005–06.

RELI V 3810**Millennium: Apocalypse and Utopia**

A study of apocalyptic thinking and practice in the western religious tradition, with focus on American apocalyptic religious movements and their relation to contemporary cultural productions, as well as notions of history and politics.

3 points. Not offered in 2005–06.

RELI V 3840**Graeco-Roman Religion**

Survey of the religions of Rome and the Hellenistic East from the late 4th century B.C.E. to the early 4th century C.E. Topics will include myth and ritual, religion and the state, and mystery religions, among others. —E. Castelli

3 points. Not offered in 2005–06.

RELI V 3850**Life After Death**

A study of Western ideas of afterlife, concentrating on ancient literature. Readings will include Gilgamesh and other ancient Near Eastern literature, the *Bible*, *The Odyssey*, Plato's *Phaedo*, Apuleius's *The Golden Ass*. —A. Segal

3 points.

RELI V 3860**Sociology of Religion**

This course is designed to give students tools and concepts with which to understand the social organization of religion in society. We will focus on classical emerging themes in the field, and analyze case studies that relate to them.—C. Bender

3 points.

RELI V 3901x, 3902y**Guided Reading and Research**

Independent study in the field of religion. —Staff

3 points.

ASRL V 3974y**Hindu Goddesses**

—R. McDermott

Prerequisite: One course in Indian culture or religion, or permission of the instructor.

4 points. Not offered in 2005–06.

RELI BC 3997x, 3998y**Senior Research Seminar**

A working research seminar devoted to helping students produce a substantive piece of writing that will represent the culmination of their work at the College and in the major. —A. Segal

4 points per term.

RELI W 4010**Chan/Zen Buddhism**

An historical introduction to Chan/Zen Buddhism: follows the historical development of Chan/Zen, with selections from the Chan classics, some of the high and low points of Japanese Zen, and examples of contemporary Zen writings. —W. Adamek

Suggested preparation: *An Introduction to Buddhism* by Peter Harvey (1990).

4 points. Not offered in 2005–06.

RELI W 4020**Religion, Science, and Health in Indo-Tibetan Buddhism**

Modern concepts of religion and science are put in comparative perspective by exploring the history and contributions of Indo-Tibetan Buddhist psychology and medicine. Participants investigate current claims that Buddhism reconciles scientific and religious traditions based on readings in its three historic approaches to mind, body, health, and their recent medical applications. —J. Loizzo

4 points. Not offered in 2005–06.

RELI W 4030

Tibetan Philosophy

Examination of topics in the religious philosophy of Tibet. —R. Thurman

4 points. Not offered in 2005–06.

RELI W 4060

Nonduality in Indo-Tibetan Thought

—R. Thurman and G. Tubb

4 points. Not offered in 2005–06.

RELI W 4110

Asceticism and the Rise of Christianity

Explores the paradox of renunciation and power in early Christianity. Traces the changing understanding of renunciation from the 1st to the 5th centuries C.E., and the changing languages by which Christians signaled their allegiance to an otherworldly ideal despite increasing involvement in the secular realm. —E. Castelli

4 points. Not offered in 2005–06.

RELI W 4120

Issues of Gender in Ancient and Medieval Christianity

An exploration of the function of gender in the construction of religious identity across Christianity's formative centuries. Consideration of the different function for male and female religious identity of factors such as the body and its appetites, power and renunciation, and authority and inspiration. —E. Castelli

4 points. Not offered in 2005–06.

RELI W 4160

Gnosis

Examines the religious and social worlds of ancient Mediterranean gnosis alongside its modern remnants and appropriations. Special attention is paid to scholarly reconstructions of ancient “gnosticism” and to theoretical problems associated with the categories of orthodoxy and heresy in Christian history. Strong emphasis on reading primary sources in translation. —E. Castelli

Prerequisites: Previous work in biblical studies or early Christianity preferred; permission of instructor.

Limited to 20 students.

4 points. Not offered in 2005–06.

RELI W 4170

History of Christianity: Popes and the Papacy in the Middle Ages

R. Somerville

4 points

RELI W 4203

Krishna

The study of a single deity in the Hindu pantheon as illuminated in art, music, dance, drama, theological treatises, patterns of ritual, and texts both classic and modern. Special attention to Krishna's consort Radha, to Krishna's reception in the West, and to his portrayal on Indian television. —J. Hawley

4 points.

RELI W 4215

Hinduism Here

Historical, theological, social, and ritual dimensions of “lived Hinduism” in the greater New York area. Sites selected for in-depth study include worshipping communities, retreat centers, and national organizations with significant local influence. Significant fieldwork component. —J. Hawley

4 points. Not offered in 2005–06.

RELI W 4320**The Qur'an**

An advanced undergraduate seminar that studies the concept, history, and function of scripture in Islam. In addressing three problematic representations in the Qur'an—idols, prophets, and women—it emphasizes original Qur'anic and exegetical narrative read in translation. —N. Yavari
4 points.

RELI W 4330**Seminar on Classical Sufi Texts**

Close study of pivotal texts from the classical periods of Islamic mysticism, including works by Hallaj, Attar, Rumi, Ibn Arabi, and others (all texts in English translation). —P. Awn
4 points.

RELI W 4350**Orality and Textuality in Islam**

Focuses on the interface between the written and oral traditions in Islam, both in the idealized religion preserved in the texts, as well as its variegated cultural expressions. —N. Yavari
4 points. Not offered in 2005–06.

RELI W 4360**The Legal Culture of Islam**

Designed to introduce students to the emergence of legal systems in Islam, the genesis of the shar'ia as divine law, and the impact of secularization and modernity on the functional aspects of Islam. —N. Yavari
3 points.

RELI W 4505**The Beginnings of Jewish Mysticism**

A study of biblical and Hellenistic foundations for Western mysticism—scriptural visions of God, apocalyptic literature, Graeco-Roman magic, and the merkabah mystical movement in Judaism. —A. Segal
4 points. Not offered in 2005–06.

RELI W 4510**The Thought of Maimonides**

Close examination of Maimonides' major ideas, with emphasis on the relationship between law and philosophy; biblical interpretation; the nature of God; creation and providence; human nature; ethics and law; and human perfection. —D. Shatz
3 points.

RELI W 4610**Science, Nature & Religion in 20th Century America**

An examination of the relationship between scientific and religious ideas, with particular reference to American culture in the twentieth century. Explores the impact of such events as the Scopes trial and the popular faith in science and technology on the religious attitudes and beliefs of 20th-century Americans. —R. Balmer
4 points. Not offered in 2005–06.

RELI W 4620**Religious Worlds of New York**

An exploration of religious diversity in New York City with emphasis on the current historical moment. Meetings will focus on the impact of immigrant and migrant cultures on New York's religious landscape and on texts that explore the experiences and histories of religious communities in New York. Students conduct supervised research on and observation of a particular religious site or community. —J. Hawley, C. Bender
4 points. Not offered in 2005–06.

RELI W 4630

African-American Religion

Survey of the history of religion among Americans of African descent from slavery to the present. Major topics include: The African background and the transmission of African cultures, religion under slavery, independent black churches, religion and race relations, and modern theological movements.

4 points.

RELI W 4640

Religion in the American Public Sphere

An introduction to questions surrounding the relationships between religion and the public sphere in the United States. Approaches topics of civil religion, church-state relations, religious pluralism in the public sphere, and the role of congregations in local communities using sociological theories and methods. —C. Bender

4 points.

RELI W 4650

Religion and Region in North America

An examination of some of the regional variations of religious life in North America, with an emphasis on the interaction of religious communities with their surrounding cultures. —R. Balmer.

Prerequisite: RELI V 3502 or V 3503.

4 points. Not offered in 2005–06.

RELI W 4660

Religious History of New York

A survey of religious life in New York City, from the English conquest of 1684 through changes to the immigration laws in 1965. —R. Balmer

4 points. Not offered in 2005–06.

RELI W 4670

Native American Religions

Examines the varieties of Native American religions and spirituality, from contact to the present, including a look at the effects of European religions on Native American traditions. —R. Balmer

Prerequisite: Permission of the instructor. Limited to 20 students.

4 points.

RELI W 4710

Kant and Kierkegaard

Examines the relationship between morality and religious faith in the work of Immanuel Kant and Søren Kierkegaard. Examines Kant's claim that religious thought and practice arise out of the moral life, and Kierkegaard's distinction between morality and religious faith. —W. Proudfoot

4 points. Not offered in 2005–06.

RELI W 4720

Religion and Pragmatism

W. Proudfoot

4 points.

RELI W 4730

Exodus & Politics: Religious Narrative as a Source of Revolution

Examination of the story of the Israelite exodus from Egypt, as it has influenced modern forms of political and social revolution, with emphasis on political philosopher Michael Walzer. Examination of the variety of contexts this story has been used in: construction of early American identity, African-American religious experience, Latin American liberation ideology, Palestinian nationalism, and religious feminism. —J. Kahn

4 points

RELI W 4800

The Science-Religion Encounter in Contemporary Context

Focuses on differing models for understanding the relationship between religion and science, with emphasis on how the models fare in light of contemporary thinking in science, philosophy, and religion. —D. Shatz

Course prerequisite: permission of instructor

4 points.

RELI W 4810

Mysticism

An introduction to the comparative study of mysticism. Primary texts read against the backdrop of various theories of the nature of mysticism, addressing issues such as the relationship of mysticism and tradition and the function of gender in descriptions of mystical experiences. —C. Deutsch

4 points.

RELI W 4824

Gender and Religion

An examination of the categories and intersections of gender and religion in understandings of religious origins, personal identities, religious experience, agency, body images and disciplines, sexuality, race relations, cultural appropriations, and power structures.

4 points. *Not offered in 2005–06.*

RELI W 4825

Religion, Gender and Violence

Investigates relations among religion, gender, and violence in the world today. Focuses on specific traditions with emphasis on historical change, variation, and differences in geopolitical location within each tradition, as well as among them at given historical moments.—J. Jakobsen

4 points.

ASRL W 4840

Pilgrimage in Asian Practice

Pilgrimage as an aspect of the lived practice of religion in Asia—especially India and Japan—with an emphasis on non-European conceptions of the religious journey. Special foci: contested sites and geographies, exterior and interior journeys, cosmology and cosmography, replication and transposition, travel and tourism. —D. Moerman

4 points.

SCIENCE AND PUBLIC POLICY

504 Altschul

854-5102

Professors: Philip Ammirato (Biological Sciences), Tim Halpin-Healy (Physics), Peter Juviler (Political Science), Richard Pious (Political Science), Randall Balmer (Religion)

Associate Professors: Brian Morton (Biological Sciences), Rajiv Sethi (Economics)

As part of the College's mission to prepare scientists, policy-makers, and an educated citizenry for the moral challenges presented by future scientific advances, Barnard offers a unique collection of courses focussing on issues at the frequently volatile intersection point where science, public policy, and societal concerns collide. These courses are interdisciplinary in nature, team-taught by Barnard faculty from a variety of departments, and held in seminar format with limited enrollments, typically juniors and seniors. Recent topics concern ecological vs. financial imperatives in developing Third-World biodiversity, manipulation of the human genome, privacy issues and ethical dilemmas arising from genetic testing, misguided eugenics programs and race science, the Manhattan Project, as well as the Cold War build-up of nuclear arsenals in the United States and former Soviet Union.

SCPP BC 3333x**Genetics, Biodiversity, and Society**

Module I: *Development and Valuation of Plant Genetic Resources*. Science and consequences of plant breeding, biotechnology, and genetic engineering; costs and benefits of maintaining biodiversity; public policy issues and options. Module II: *Genetic Technology and Society*. Human genome project, scientific basis and interpretation of genetic screening; individual choice, social implications, and ethical issues. —P. Ammirato, P. Juviler, B. Morton, R. Sethi

3 points. Tu Th 2:40–3:55 Offered Autumn 2005.

SCPP BC 3334y**Science, State Power and Ethics**

A comparative study of science in the service of the State in the United States, Sweden, the Soviet Union, Fascist Italy, and Nazi Germany during pivotal periods in the first half of the 20th century. Topics to be covered include the political and moral consequences of race and population policies based on eugenics, as well as advances in physics that made possible the development of uranium fission and hydrogen fusion atomic bombs. Considers the tensions involved in balancing scientific imperatives, patriotic commitment to the nation-state, and universal moral principles—tensions faced by Robert Oppenheimer, Andrei Sakharov, and Werner Heisenberg, as well as the doctors who ran eugenics programs. Selected readings include: Foucault, Huxley's *Brave New World*, Michael Frayn's play *Copenhagen*, Hitler's *Uranium Club* by Jeremy Bernstein, Brecht's *Galileo*, John McPhee's *The Curve of Binding Energy*, Richard Rhodes' *The Making of the Atomic Bomb*. —T. Halpin-Healy, R. Pious

3 points. Tu Th 2:40–3:55 Not Offered Spring 2006. <http://urania.barnard.edu/~mass/3334.html>

SCPP BC 3335y**Environmental Literature, Ethics, and Action**

Reviews environmental literature to examine consequences of human interaction with Earth's ecosystem. Module I: *The Individual: Relationship of Humankind to Natural World*. Human role in environmental decline. Module II: *The Community: Coming Together for Greater Good*. Key theories of environmental ethics and social justice. Module III: *Environmental Stewardship: Successful Models of Leadership*. Student teams research and create stewardship projects. Science, non-science, fiction, and non-fiction texts. —D. Dittrick, R. Balmer.

Prerequisite: One year of college science

Limited to 16

4 points. Offered Spring 2006.

SLAVIC

226 Milbank Hall

854-5417

www.barnard.edu/slavic

Professors: Catharine Nepomnyashchy (Ann Whitney Olin Professor, Chair)

Professor Emeritus & Senior Scholar: Richard F. Gustafson

Assistant Professors: David Goldfarb, Rebecca Stanton

Senior Associate: Mara Kashper

Other officers of the University offering courses in Slavic:

Professors: Boris Gasparov, Frank Miller, Cathy Popkin (Chair), Irina Reyfman

Professor Emeritus & Senior Scholars: Robert L. Belknap, Robert A. Maguire

Associate Professor Emeriti: Liza Knapp

Assistant Professors: Valentina Izmirlieva, Tatiana Smolyarova

Adjunct Professor: A. Timberlake

Lecturers: Anna Frajlich-Zajac, Radmila Gorup, Christopher Harwood, Yuri Shevchuk, Alla Smyslova

The Slavic Department at Barnard offers instruction in five Slavic languages and literatures, with special emphasis on Russian. The department insists upon a strong foundation in language study, because this best prepares students for future graduate study in the literature, anthropology, sociology, history, economics, or political science of the region, as well as for careers in government, business, journalism, or international law.

The department offers a major and minor program in Russian Language and Literature, Slavic and East European Literature and Culture, Russian Regional Studies, and Slavic and East European Regional Studies, and for this purpose provides an extensive array of courses designed to help the student obtain reasonable fluency in the spoken and written language and a reading ability adequate for interpreting texts of some difficulty in a variety of disciplines. While offering a range of courses designed to give the student a strong general background in Russian and Slavic literature, film, culture, and intellectual history, the department encourages students to supplement their knowledge by taking courses devoted to Russia, the former Soviet Union, and Eastern Europe offered in other disciplines as well. The department co-sponsors and facilitates student participation in region-related extra curricular activities held at the Harriman Institute and the Columbia Slavic Department and also encourages students to take advantage of the rich cultural resources available in New York City.

Entering students should see Professor Frank Miller (708 Hamilton, 854-3941) for a placement examination: a sufficiently high grade will automatically fulfill the language requirement; other students will be placed accordingly. Native speakers of Russian or any Slavic language should consult with the department chair.

The Department is a member of “Dobro Slovo” (The National Slavic Honor Society) and is pleased to induct its qualifying students into the society.

REQUIREMENTS FOR THE MAJOR

There are four majors available to students in the department. Prospective students are encouraged to consult with a member of the faculty as early as possible in order to determine the major track and selection of courses that will best serve her background and interests.

I. Russian Language and Literature:

- Completion of four years of Russian (V 1101–1102, V 1201–1202, V 3331–3332, and V 3443–3444 or the equivalent). Native speakers of Russian who place out of these courses must substitute at least two of the following courses: V 3430 Russian for Heritage Speakers, W 3010 Masterpieces of 19th-Century Russian Literature, or W 3340 Masterpieces of 20th-Century Russian Literature.
- Six courses in Russian literature to include V 3333–3334 Introduction to Russian Literature I and II, V 3220 Literature and Empire: The Reign of the Russian Novel, V 3221 Literary Avant-garde and Revolution: The Century of Russian Modernism, and at least one further course with required reading in Russian. Other Russian Literature courses may be substituted upon consultation with adviser. With permission of adviser one course on Russia offered in a department other than Slavic may be substituted.
- V 3595 Senior Seminar.

II. Slavic and East European Literature and Culture:

- Completion of the third-year course (or the equivalent) in Czech, Polish, Serbo-Croatian, or Ukrainian language.
- Six courses in literature, theatre or film of the region, potentially including independent study courses.
- Two courses in related fields (history, art history, music, etc.) to include at least one course in the history of the region.
- Two semesters of senior seminar or the equivalent leading to the completion of a senior thesis.

Note: A student in this major must design her program in close consultation with her advisor in order to insure intellectual, disciplinary, and regional coherence.

III. Russian Regional Studies:

- Completion of the four years of Russian (see Russian Language and Literature Major above)
- Two courses in Russian or Soviet literature (in translation or in Russian)
- Two courses in Russian history
- One course on Russia or the Soviet Union in any discipline (history, art history, geography, sociology, economics, literature, political science, etc.)
- One course in Soviet/post-Soviet politics
- Two semesters of a senior research seminar or the equivalent in independent study with research to be conducted predominantly in Russian language sources.

Note: In consultation with her advisor, a student may elect to take one or more courses devoted to a region other than Russia that is located on the territory of the former Soviet Union.

IV. Slavic and East European Regional Studies Major—Czech, Polish, Serbo-Croatian, Ukrainian

Identical to the above, but requires the completion of three years of language study and courses taken in the relevant region.

REQUIREMENTS FOR THE MINOR IN RUSSIAN

A total of five courses beyond the second year of Russian are required for the minor in Russian Language and Literature.

COURSES OF INSTRUCTION

Russian Language

RUSS V 1101x–1102y

First-Year Russian, I and II

Grammar, reading, composition, and conversation. —Staff

Required: V 1501–V 1502. Homework includes listening to tapes available in the language laboratory. No credit is given for V 1101 unless V 1102 is satisfactorily completed. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class and register concurrently for the grammar lecture V 1501x–1502y. Departmental permission is required.

*5 points. MTuWThF Sec. 1 10:00–10:50, Sec. 2 11:00–11:50, Sec. 3 1:10–2:00,
Sec. 4 MTuWTh 6:10–7:25*

RUSS V 1101y

First-Year Russian I

Equivalent to V 1101x, but given in the Spring term. —Staff

5 points. MTuWThF 10:00–10:50

RUSS V 1102x

First-Year Russian II

Equivalent to V 1102y, but given in the Autumn term. —Staff

Prerequisite: V 1101 or the equivalent.

5 points. MTuWThF 10:00–10:50

RUSS V 1501x–1502y

First-Year Russian Grammar Lecture I and II

Required weekly grammar lecture for Russian. Must be taken concurrently with V 1101–V 1102.

—A. Smyslova

0 points. Sec. 1 Th 12:00–12:50, Sec. 2 Th 2:40–3:55

RUSS V 1501

First-Year Russian Grammar Lecture I

Equivalent to V 1501x, but given in the Spring term. —A. Smyslova

0 points. Sec. 1 Th 12:00–12:50, Sec. 2 Th 5:10–6:00

RUSS V 1502x

First-Year Russian Grammar Lecture II

Equivalent to V 1502y, but given in the Autumn term. —F. Miller

0 points. Th 2:40–3:55

RUSS V 1201x–1202y

Second-Year Russian I and II

Reading, composition, grammar review. —Staff

Prerequisite: V 1102 or the equivalent. Enrollment limited. Students must sign up in the Columbia Slavic Department (HAM 708) prior to first class. Departmental permission required.

4 points. MTuWThF Sec. 1 12:00–12:50, Sec. 2 1:10–2:00, Sec. 3 MTuWTh 6:10–7:25

RUSS V 1201y

Second-Year Russian I

Equivalent to V 1201x, but given in the Spring term. —Staff

Prerequisite: V 1102 or the equivalent.

4 points. MTuWThF 10:00–10:50

RUSS V 1202x
Second-Year Russian II

Equivalent to V 1202y, but given in the Autumn term. —Staff

Prerequisite: V 1201 or the equivalent.

4 points. MTuWThF 10:00–10:50

RUSS V 3331x, V 3332y
Third-Year Russian I and II

Emphasis on conversation and composition; reading and discussion of selected texts and videotapes; lectures, papers, and oral reports required. Conducted entirely in Russian. —A. Smyslova

Prerequisites: Two years of college Russian and permission of the instructor.

4 points. MWF 10:35–11:50, V332y MWF 10:35–11:50, TuTh 1:10–2:25

RUSS V 3400

Russia on the Hudson: Russian Life and Culture in New York City

The practice and perfection of Russian language skills through the study of Russian art, opera, ballet, theatre, and film. Class lectures and discussions supplemented by attendance at musical and dramatic performances as well as the viewing of films and visits to museums. —M. Kashper

Prerequisites: RUSS V 1202 or the equivalent and permission of the instructor.

3 points. Not offered in 2005–06.

RUSS V 3421x
Russian Phonetics and Intonation

Review of principles of phonetics and intonation for advanced students. Intense drill for the development of correct speech habits. Attention to expressive reading and poetry recitation. Conducted entirely in Russian. —M. Kashper

Prerequisites: Three years of college Russian and permission of the instructor.

2 points. Not offered in 2005–06.

RUSS V 3430x
Russian for Heritage Speakers

A thorough review of Russian grammar for those native speakers who do not know how to read or write Russian or who lack a knowledge of the grammatical structure of the language. Special emphasis on the development of writing skills. —A. Smyslova

Prerequisites: Limited spoken proficiency in Russian.

3 points. MW 1:10–2:25

RUSS V 3431y
Russian for Heritage Speakers II

Review of Russian grammar and development of reading and writing skills for students with a knowledge of spoken Russian. —A. Smyslova

3 points. MW 1:10–2:25

RUSS V 3443x, V 3444y
Fourth-Year Russian I and II

V 3443: Systemic study of problems in Russian syntax; written exercises, translations into Russian, and composition. V 3444: Discussion of different styles and levels and language, including word usage and idiomatic expression; written exercises, analysis of texts, and compositions. Conducted entirely in Russian. —TBA

Prerequisites: Three years of college Russian and permission of the instructor. Enrollment limited.

The second term may be taken without the first.

4 points. MWF 10:35–11:50

RUSS W 3010**Russian Grammar Review**

An optional supplement to RUSS V 3339 (*Masterpieces of 19th-Century Russian Literature*) or RUSS V 3340 (*Masterpieces of 20th-Century Russian Literature*). Intensive work in Russian grammar in order to perfect writing skills. —F. Miller

Prerequisites: Native or near-native proficiency in speaking, listening, and reading.

1 point. Not offered in 2005–06.

RUSS W 4200y**Russian Theatre—Hands On**

The study and staging in the original of a Russian play. Detailed textual analysis, including character development, dramatic style, and language usage. Oral presentations and recitations with focus on pronunciation and intonation. —M. Kashper

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2005–06.

RUSS W 4432x**Contrastive Phonetics and Grammar of Russian and English**

Comparative phonetic, intonational, and morphological structures of Russian and English, with special attention to typical problems for American speakers of Russian. —F. Miller

Prerequisite: Four years of college Russian.

3 points. MW 4:10–5:25

RUSS W 4432y**Specific Problems in Mastering and Teaching Russian**

The Russian verb (basic stem system, aspect, locomotion); prefixes; temporal, spatial, and causal relationships; word order; word formation. —F. Miller

Prerequisite: Four years of college Russian.

3 points. MW 4:10–5:25

RUSS W 4434y**Practical Stylistics in Russian**

Practice in the varieties of narrative and expository writing. Development of vocabulary and syntactic structures appropriate for abstract discourse. Conducted entirely in Russian. —B. Gasparov

Prerequisite: Four years of college Russian.

3 points. TuTh 2:10–3:20

Russian Literature**RUSS V 3221y****Literary Avant-Garde and Revolution**

Survey of Russian literature from Symbolism through the culture of high Stalinism to post-Soviet Russian literature, including major works by Andrey Bely, Blok, Olesha, Babel, Bulgakov, Platonov, Zoshchenko, Kharmis, Kataev, Pasternak, Sinyavsky, and Tolstaya. Literature viewed in a multi-media context featuring music, and avant-garde and post-avant-garde visual art and film. —R. Stanton

A knowledge of Russian not required.

3 points. TuTh 1:10–2:25

RUSS V 3333x, V 3334y**Introduction to Russian Literature, I and II**

A close study in the original of representative works of Russian literature from Pushkin to Solzhenitsyn. —Staff

Prerequisite: Grade of B– or better in RUSS V 1202 or permission of the instructor. For non-native speakers of Russian.

3 points. MWF 1:10–2:00

RUSS V 3440y

Masterpieces of Russian Literature: 19th Century

A close study, in the original, of representative works by Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Tolstoy, Dostoevsky, Leskov, and Chekhov. —TBA

Prerequisite: Native or near-native knowledge of Russian and permission of the instructor.

3 points. MW 1:10–2:25

RUSS V 3340y

Masterpieces of Russian Literature: 20th Century

A close study, in the original, of representative works by Bunin, Tsvetaeva, Mayakovsky, Babel, Pasternak, Bulgakov, Nabokov, Mandelstam, Anna Akhmatova, Solzhenitsyn, Brodsky, and Pelevin. —TBA

Prerequisites: Native or near-native knowledge of Russian and permission of the instructor.

3 points. MW 2:40–3:55

RUSS V 3461

Pushkin

A close study, in the original, of the major works. Class discussion conducted in English. —I. Reyfman

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2005–06.

RUSS V 3462

Gogol

A close study, in the original, of the major works. Class discussion conducted in English. —R. Maguire

Prerequisites: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2005–06.

RUSS V 3464y

Dostoevsky

A close study, in the original, of the major works. Class discussion conducted in English. —V. Izmirlieva

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2005–06.

RUSS V 3465x

Russian Poetry of the 19th and 20th Centuries

A close study, in the original, of selected texts from five representative lyric poets, Tiutchev, Fet, Blok, Tsvetaeva, and Brodsky. Attention given to metrics, formal analysis of style and structure, and the literary and philosophical contexts. —L. Knapp

Prerequisite: Three years of college Russian and permission of the instructor. [Class discussion in English.]

3 points. TuTh 10:35–11:50

RUSS V 3466y

Chekhov

A close study, in the original, of the major works. Class discussion conducted in English. —C. Popkin

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. Not offered in 2005–06.

RUSS V 3467y

Twentieth-Century Prose Writers

A close study, in the original, of the representative Soviet writers, including Babel, Olesha, Zamyatin, and Andrei Bitov. Class discussion conducted in English. —R. Stanton

Prerequisite: Three years of college Russian and permission of the instructor.

3 points. TuTh 10:35–11:50

RUSS V 3468
Russian Plays

A close study, in the original, of several representative Russian plays, with emphasis on problems of translation, literary technique, and dramatic presentation. Class discussion conducted in English. —R. Belknap
Prerequisites: Three years of college Russian and permission of the instructor.
 3 points. Not offered in 2005–06.

RUSS V3470x
Re-Reading Nabokov

Examines with Nabokovian scrutiny—and with special emphasis on bilingualism, translation, and untranslatability—some of the writer's major works in their Russian and English versions, including his double take on *Lolita*. —V. Izmirlieva
 3 points. TuTh 10:35–11:50

RUSS V 3490
Bulgakov's Master i Margarita: Texts and Contexts

A close reading of Mikhail Bulgakov's 20th Century masterpiece, *Master i Margarita*, in the original Russian, as well as its place in the Russian literary tradition, sources in Russia's intellectual and religious philosophy, its social context, and its narrative strategies. —N. Kazakova and D. Martinsen.
Prerequisite: ability to read 36-50 pages of Russian per week. Limited to 25.
 3 points. Not offered in 2005–06.

RUSS V 3595x
Senior Seminar

Topic: Russian cultural and literary myths. Class reports culminating in a critical paper. —R. Stanton
Prerequisite: Senior major or permission of the instructor.
 4 points. W 4:10–6:00

RUSS V 3596x, y
Supervised Individual Research

Supervised research culminating in a critical paper. —Staff
Open to senior majors, and permission of the instructor is required.
 2–4 points.

RUSS V 3998x or y
Supervised Individual Research

—Staff
Prerequisite: Departmental permission.
 2–4 points.

Russian Literature and Culture in Translation

RUSS V 3220x
Literature and Empire: The Reign of the Russian Novel (19th Century)

Explore the aesthetic and formal developments in Russian prose—especially the rise of the monumental 19th-century novel—as one manifestation of a complex array of national and cultural aspirations, humanistic and imperialist ones alike. Works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov. —C. Popkin
A knowledge of Russian not required.
 3 points. TuTh 1:10–2:25

RUSS V 3221y

Literary Avant Garde and Revolution: The Century of Russian Modernism

Survey of Russian literature from Symbolism through the culture of high Stalinism to post-Soviet Russian literature, including major works by Andrey Bely, Blok, Olesha, Babel, Bulgakov, Platonov, Zoshchenko, Kharms, Kataev, Pasternak, Sinyavsky, and Tolstaya. Literature viewed in a multi-media context featuring music, and avant-garde and post-avant-garde visual art and film. —R. Stanton
A knowledge of Russian not required.

3 points. TuTh 1:10–2:25

RUSS V 3222y

Tolstoy and Dostoevsky

A close analysis of *War and Peace* and one of the major works of Dostoevsky, plus selected shorter works. Attention to narrative technique, as well as the psychological, philosophical, and religious issues raised in the texts. —L. Knapp
A knowledge of Russian not required.

3 points. MW 9:10–10:25

CPLS V3235y

Imagining the Self.

Examines the literary construction of the self by comparing autobiographical and fictional texts from antiquity to the present. Focus on how the narrating self is masked, illusory, ventriloquized, or otherwise problematic. Works include Homer, Vergil, Rousseau, Wordsworth, Dostoevsky, Nabokov, and theoretical texts.—R. Stanton

3 points. Not offered in 2005–06.

HSRS V 3320x

Cities and Civilizations: An Introduction to Eurasian Studies

Introduction to the study of the region formerly occupied by the Russian and Soviet empires focusing on cities as the space of self-definition, encounter, and tension among constituent peoples. Focus on incorporating and placing in dialogue diverse disciplinary approaches to the study of the city through reading and analysis of historical, literary, and theoretical texts as well as film, music, painting, and architecture. —M. von Hagen and C. Nepomnyashchy

3 points. Not offered in 2005–06.

RUSS W 4006y

Modern Russian Religious Thought

The concepts of God, man, nature, history, and culture. Readings from Chaadayev, Khomyakov, Solovyov, Fyodorov, Florensky, Bulgakov, Berdyaev, Shestov, Lossky, Frank, and others. The relationship to Eastern Christian thought and Western philosophy. —R. Gustafson
A knowledge of Russian not required.

3 points. Th 2:10–4:00

RUSS W 4010

Russian Women in Literature and Culture

Exploration of the changing image of woman in Russia from the beginnings of Russian history to the present as reflected in literary texts, historical documents, art, and film. Special attention to the Soviet and post-Soviet periods and to the question of the relevance of Western Feminist theory to Russia. —C. Nepomnyashchy

3 points. Not offered in 2005–06.

CLRS W 4011x

The Russian Novel and the West

—L. Knapp

3 points. MW 9:10–10:25

RUSS W 4015x**Russian Drama: Pushkin to Chekhov**

Readings of selected 19th-century texts. Some attention to theatrical background. Parallel reading lists in translation and in the original. —R. Belknap

Students who wish to receive credit towards a departmental major or concentration are required to read in the original Russian.

3 points. Not offered in 2005–06.

RUSS W 4016**Twentieth-Century Drama and Theatre**

—R. Belknap

3 points. Not offered in 2005–06.

CLRS W 4020x**Formalism—Structuralism—Poetics—Semiotics of Culture: East-European Literary Theory, 1910–1990**

—B. Gasparov

3 points. Not offered in 2005–06.

CLSL W 4030**Russian & Yiddish Prose: How To Do Things With Literature**

—J. Dauber and C. Popkin

Knowledge of Russian or Yiddish not required; readings available in the original for students with requisite language proficiency.

3 points. Not offered in 2005–06.

RUSS W 4056y**The Brothers Karamazov**

—R. Belknap

Prerequisite: The ability to read 60 pages of Dostoevsky's Russian per week.

3 points. Not offered in 2005–06.

RUSS W 4033**The Making of Socialist Realism**

—R. Stanton

3 points. Not offered in 2005–06.

RUSS W 4034**Literature, Politics, and Tradition After Socialist Realism**

Major writers and trends in Russian Literature from the death of Stalin to the present. Emphasis on the rethinking of the role of literature in society and on formal experimentation engendered by relaxation of political controls over literature. A knowledge of Russian is not required. —C. Nepomnyashchy

3 points. Not offered in 2005–06.

RUSS W 4050y**Post-Soviet Russian Literature**

3 points. Not offered in 2005–06.

CLRS G6110x:**The Discourse of Self in Russia and the West.**

The evolution of self-narrative in Russian literature, including both fiction and non-fiction, in comparison with canonical Western texts. Emphasis on the aesthetic and ethical tensions inherent in the project of self-narration, the ways in which major Russian and Western authors addressed these problems, and parallels between personal and national self-definition.—R. Stanton

3 points. Not offered in 2005–06.

Slavic Literature and Culture in Translation

Comp-Lit Slavic CLSL V 3223 **Postwar East-European Prose**

A consideration of narrative strategies for coping with the East European condition from World War II through the period of Soviet hegemony to the present. Works by Tadeusz, Borowski, Czeslaw Milosz, Tadeusz Konwicki, Christa Wolf, Konrad György, Haraszti Miklos, Nadaš Peter, Danilo Kiš, Milorad Pavić, Milan Kundera, Josef Škvorecký, Tereza Boučková, and others. —D. Goldfarb
3 points. Not offered in 2005–06.

Czech Language and Literature

CZCH W 1101x–W 1102y **Elementary Czech I and II**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —J. Barreith
3 points. MTuTh 6:10–7:25

CZCH W 1201x–W 1202y **Intermediate Czech I and II**

Rapid review of grammar. Readings in contemporary fiction and nonfiction, depending upon the interests of individual students. —C. Harwood
Prerequisite: Czech W 1102 or the equivalent.
4 points. MTuTh 10:35–11:50

CZCH W 3333x **Readings in Czech Literature**

Extensive readings in Czech literature in the original, with emphasis depending upon the needs of individual students. —C. Harwood
Prerequisite: Czech W 1202 or the equivalent.
3 points. TuTh 12:00–1:15

CZCH W 3998x, y **Supervised Individual Research**

—Staff
Prerequisite: Departmental approval.
2–4 points.

Comparative Literature–Czech CLCZ W 4030x **Post-war Czech Literature**

Parallel reading lists in English and Czech. Survey of postwar Czech fiction and drama. —C. Harwood
A knowledge of Czech is not required.
3 points. TR 2:40–3:55

Comparative Literature–CLCZ W 4035y **The Writers of Prague**

Survey of the Czech, German, and German-Jewish literary cultures of Prague from 1910–30. Emphasis on Hask, Capek, Kafka, Werfel, and Rilke. —C. Harwood
3 points. TuTh 2:40–3:55

CLCZ W 4020x**Bohemian Rhapsody: Czech Culture Before Czechoslovakia**

Interpretative cultural history of the Czechs from earliest times to the founding of the first Czechoslovak republic in 1918. Emphasis on the origins, decline, and resurgence of Czech national identity as reflected in the visual arts, architecture, music, historiography, and especially the literature of the Czechs.

—C. Harwood

Prerequisite: Sophomore standing or the instructor's permission.

3 points. Not offered in 2005–06.

Polish Language and Literature**POLI W 1101x–W 1102y****Elementary Polish I and II**

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —T. Starky

3 points. MWTh 4:10–5:25

POLI W 1201x–W 1202y**Intermediate Polish I and II**

Rapid review of grammar; readings in contemporary nonfiction and fiction, depending on the interests of individual students. —A. Frajlich-Zajac

Prerequisite: Polish W 1102 or the equivalent.

3 points. MWTh 1:10–2:25

POLI W 3101x–W 3102y**Advanced Polish I and II**

Extensive readings from 19th- and 20th-century texts in the original. Both fiction and nonfiction, with emphasis depending on the interests and needs of individual students. —A. Frajlich-Zajac

Prerequisite: Polish W 1202 or the equivalent.

3 points. MWTh 11:00–12:15

POLI W 3998x, y**Supervised Individual Research**

—Staff

Prerequisite: Departmental approval.

2–4 points.

POLI W 4040y**Mickiewicz**

The major works of Adam Mickiewicz. Students with sufficient knowledge of the Polish language are required to do course readings in the original. Parallel reading lists will be available for readers and non-readers of the Polish language. —A. Frajlich-Zajac

3 points. Not offered in 2005–06.

POLI W 4042**Polish Best-Sellers**

Twentieth-century Polish novel during the prewar period (Kuncewiczowa, Choromanski, Wittlin, Unilowski, Iwaszkiewicz, Gombrowicz, and Schulz). The development of the Polish novel against the background of new trends in European literature and film, and the use of various narrative devices. —A. Frajlich-Zajac

3 points. Not offered in 2005–06.

POLI W 4050

Contemporary Polish Poetry

—A. Frajlich-Zajac

A knowledge of Polish is not required.

3 points. Not offered in 2005–06.

POLI W 4110x

The Polish Novel

A consideration of the evolution of the novel form in Polish literature from the Baroque memoir through the Enlightenment, Positivism, modernism and the avantgardists of the 20th century. —D. Goldfarb

A knowledge of Polish is desirable but not required. Papers and discussions in English.

3 points. Not offered in 2005–06.

CLPL W 4020y

North America in the Mirror of Polish Literature

Considers the reflections of American culture in Polish literature. All aspects of American life viewed through the lenses of the Polish writers, bringing into focus their perceptions of a different political, historical, and aesthetic experience.

—A. Frajlich-Zajac

A knowledge of Polish is not required and all lectures are available in English.

3 points. Not offered in 2005–06.

Serbo-Croatian Language and Literature

SRCR W 1101x–W 1102y

Elementary Serbo-Croatian I and II

Essentials of the spoken and written language. Prepares students to read texts of moderate difficulty by the end of the first year. —Staff

3 points. MTuTh 4:10–5:25

SRCR W 3333x–W 3334y

Intermediate Serbo-Croatian Literature, I and II

Readings in Serbo-Croatian literature in the original, with emphasis depending upon the needs of individual students. —R. Gorup

Prerequisite: Serbo-Croatian W 1102 or the equivalent.

3 points. TuTh 12:40–1:55

SRCR W 3201x, w3202y

Advanced Serbo-Croatian I & II

Develops skills in speaking, reading, and writing through reading and discussing essays, short stories, and fragments of larger works as well as watching and discussing films. Reinforces basic grammar and introduces more complex constructions. —R. Gorup

3 points. TuTh 10:35–11:50

SRCR W 4100y

Central Europe and the Orient in the Works of Yugoslav Writers

Parallel reading lists available in English and Serbo-Croatian. Analyzes the works of Vladan Desnica, Miroslav Krleža, Ivo Andrić, and Meša Selimović. —R. Gorup

3 points. Not offered in 2005–06.

SRCR W 4—x

Linguistic and Ethnic Conflicts in the Former Yugoslavia

SRCR W 3998x or y

Supervised Individual Research

—Staff

Prerequisite: Departmental approval.

2–4 points.

Ukrainian Language and Literature

UKRN W 1101x–W 1102y

Elementary Ukrainian I and II

Essentials of grammar and basic oral expression, with emphasis on drills, reading, writing, and listening comprehension. Reading of simple texts, discussion of readings in Ukrainian. Conducted increasingly in Ukrainian. —Y. Shevchuk

3 points. TuTh 5:40–6:55

UKRN W 1201x–W 1202y

Intermediate Ukrainian I and II

Intensive rapid review of grammar, with some emphasis on conversational skills. Strong emphasis on reading/translating skills, using selections from contemporary Ukrainian periodicals. —Y. Shevchuk

Prerequisite: Ukrainian W 1102 or the equivalent.

3 points. MW 6:10–7:25

UKRN W 3001x–W3002y

Advanced Ukrainian I and II

Development of integrated performance in speaking, listening, reading, and writing in the Ukrainian language. Examines grammar, syntax, and new vocabulary, primarily focusing on the further study of the usage of verbs of movement and their aspects, adjectival and adverbial participles, and their contextual impact. —Y. Shevchuk

3 points. MW 4:10–5:25

UKRN W 3998x, y

Supervised Individual Research

—Staff

Prerequisite: Departmental approval.

2–4 points.

UKRN W 4040x

Twentieth Century Ukrainian Prose

—Instructor TBA

Prerequisite: A reading knowledge of Ukrainian or fluency in another Slavic language.

3 points. Not offered in 2005–06.

UKRN W 4021

Introduction to Ukrainian Literature and Culture: Beginnings Through the 19th Century

—Instructor TBA

Prerequisite: Some familiarity with at least one Slavic language.

3 points. Not offered in 2005–06.

SOCIOLOGY

332 Milbank Hall

854-3577
www.barnard.edu/sociology

Professor: Jonathan Rieder, Robert E. Remez (Interim Chair), Debra C. Minkoff
Assistant Professors: Elizabeth Bernstein, Peter Levin (Departmental Representative)
Other officers of the University offering courses listed below:
Professors: Peter Bearman, Harrison White
Adjunct Associate Professor: Sheila Cohen
Adjunct Professor: Patricia Kenny

Sociology aims to uncover the theoretical principles that illuminate social life. In pursuing this goal, sociology exhibits a diversity of perspectives. This pluralism is one source of the discipline's vitality. Some scholars reach out to the sciences for their model of sociological inquiry; others look to more humanistic and historical endeavors for their inspiration and identity. But in all its different forms, the discipline as a whole strives to develop rigorous methods, both qualitative and quantitative, for analyzing social life.

Sociology involves more than the accumulation of theory and method for its own sake. Perhaps above all else, sociology is devoted to the exploration of actual social life in all its variety. Sociology majors examine the dynamic processes through which human beings express their social being: cooperation, conflict, power, exchange, morality, symbolism, domination, dependency, deviance, social control, and violence. Students also study the forms to which these processes give rise: social networks, small groups, face-to-face interaction, subcultures, families, genders, religion, popular and high culture, social class, structures of race and ethnicity, bureaucracy, social movements, professions, and the state. The Barnard Department of Sociology tends to focus on these forms and processes as they unfold in the United States. At the same time, we seek to guard against provincialism by grounding our analyses comparatively and exploring the social life of less developed, developing, and other mature industrial societies.

There are no special admissions requirements or procedures. Students (majors and non-majors) are encouraged to consult with members of the Department regarding their choice and sequence of courses. Combined and double majors may be arranged. In addition, the Columbia Department offers a wide variety of sociology courses which are open to interested Barnard students.

REQUIREMENTS FOR THE MAJOR

The major prepares students for graduate work in sociology as well as in other disciplines; for professional schools (law, business, social work, journalism, urban planning); and for all occupations requiring general knowledge of society and social interaction as well as basic skills of social research.

- A minimum of 10 courses is required for the major, including:
- | | |
|----------------------|--|
| SOCI BC 1003 | <i>Introduction to Sociology</i> |
| SOCI BC 3082 | <i>Junior Colloquium—Sociological Theory</i> |
| SOCI BC 3211 | <i>Quantitative Methods</i> (not later than the junior year) |
| SOCI BC 3087–BC 3088 | <i>Individual Projects for Seniors</i> |
- and at least five other courses selected in consultation with the major adviser. Sociology BC 3211 should be taken no later than the junior year.

There is no major examination. To graduate, a student must complete, to the satisfaction of her instructor in BC 3087–BC 3088, a long paper involving some form of sociological research and analysis.

REQUIREMENTS FOR THE MINOR

Five courses are required for the minor in Sociology, including SOCI BC 1003 and four courses to be selected in consultation with the Sociology adviser.

COURSES OF INSTRUCTION

SOCI BC 1003x

Introductory Sociology

An introduction to the sociological imagination which focuses on group influences on the individual (conformity, social structure and personality, community and deviance); the institutional arrangements of class, gender, ethnicity, and bureaucracy; the role of social movements and technology in social change. —S. Cohen

3 points.

Note: One introductory course in sociology is suggested as a prerequisite for all 3000-level courses.

SOCI BC 3082y

Junior Colloquium: Introduction to Social Theory

The rise and transformation of modern society in the 19th and 20th centuries. “Classical” literature such as Marx, Durkheim, and Weber will be read. Selected topics: the relationship between individual, society, and polity; gender relations, class, and status relations; moral and instrumental action. —J. Rieder

4 points.

SOCI BC 3087x–3088y

Individual Projects for Seniors

The instructor will supervise the writing of long papers involving some form of sociological research and analysis. —J. Rieder, R. Smith, P. Levin, D. Minkoff

Required of all senior majors.

4 points.

SOCI BC 3115x

Feminist Theory

An analysis of the theoretical assumptions and political implications of liberal, radical, Marxist, and socialist variants of first- and second-wave feminist theory, including recent works in psychoanalytic and postmodern feminism. Also considers the implications of such feminist arguments for debates within contemporary and classical sociological theory. —E. Bernstein

Permission of the instructor required. Enrollment limited.

4 points. Not offered in 2005–06.

SOCI V 3200

Gender, Class, and Race

The critical role of gender, class, and race in social life, and their relationship to inequality, community, and culture. Focuses on reactions to and perceptions of difference in the spheres of family, work, sexuality, and politics.

3 points. Not offered in 2005–06.

SOCI V 3206y

Race, Culture, and Identity in the Contemporary United States

The impact of race on culture and identity, with emphasis on black-white relations: Is there a “great divide”?; affirmative action, individualism and communalism; imagery of blacks and whites in art and entertainment; Afro-Caribbean/African-American differences; ethnicity and “white” culture; white backlash and racism; integration and black nationalism; the ambiguities of “crossover” culture; new immigration. —J. Rieder

Permission of the instructor required. Enrollment limited.

4 points. Not offered in 2005–06.

SOCI BC 3208

Unity and Division in the Contemporary United States: A Sociological View

Conflict and unity in the U.S: the tensions of individualism and communalism; the schism between blue and red states; culture war; the careers of racism and anti-Semitism; identity politics and fragmentation; immigration and second generation identities; the changing status of whiteness and blackness; cultural borrowing and crossover culture.—J. Rieder

Prerequisites: Sophomore standing

3 points.

SOCI BC 3211y

Quantitative Methods

An introduction to statistical methods emphasizing their application to practical research problems. Topics include frequency distributions, cross-tabulations and correlation, basic concepts of probability, hypothesis testing, and the analysis of variance. Students will learn to execute basic statistical analyses on a personal computer. —P. Kenny

4 points.

SOCI V 3213x

Culture in Contemporary America

An analysis of the values and meanings that form American pluralism and the communities that create and consume culture. Examples come from popular and elite culture: American individualism, rhythm and blues, Christian fundamentalism, liberalism and conservatism, abortion politics, television, and film. A central focus is on race, ethnicity, and identity. —J. Rieder

3 points. Not offered in 2005–06.

SOCI V 3216

Organizations in Modern Society

An exploration of the growth of large organizations in politics, business, government, and culture; the structure of the corporation; not-for-profit organizations (art museums, universities); organizational cultures; dilemmas of hierarchy, power, and alienation; the tension between organizations and democracy; left and right critiques of the organizational state.

3 points. Not offered in 2005–06.

SOCI BC 3220y

Masculinity: A Sociological View

The cultural, political, and institutional forces that govern masculinity. Focuses on various meanings of “being a man” and the effects these different types of masculinity have on both men and women. Explores some of the variation among men and relationships between men and women. —P. Levin

3 points. Not offered in 2005–06.

SOCI BC 3227x

The Sociology of U.S. Economic Life

The social forces that shape market behavior: ideologies of liberalism and conservatism; the culture of commodities and consumption; income, class, and quality of life; the immigrant economy; life in financial institutions; the impact of the global economy. —P. Levin

3 points.

SOCI V 3235**Social Movements**

Social movements and the theories social scientists use to explain them, with emphasis on the American civil rights and women's movements. Topics include theories of participation, the personal and social consequences of social movements, the rationality of protest, the influence of ideology, organization, and the state on movement success, social movements, and the mass media.

3 points. Not offered in 2005–06.

SOCI BC 3250y**Sociology of Jewish Life in America**

A sociological analysis of Jewish life in America since World War II. Educational, occupational, economic, and political patterns of American Jews; the American Jewish family; changing patterns of religious observance, affiliation, and assimilation; relations with other ethnic groups; American Jews and Israel; challenges to Jewish identity and continuity in American society.

3 points. Not offered in 2005–06.

SOCI V 3302x**Sociology of Gender**

The exploration of the way gender shapes personal identity, family life, sexuality, the workplace, ideologies of femininity and masculinity, law and the state. —E. Bernstein

3 points. Not offered in 2005–06.

SOCI BC 3318**The Sociology of Sexuality**

Social, cultural and organizational aspects of sex in the contemporary United States, stressing the plural in sexualities: sexual revolution and post-Victorian ideologies; the context of gender and inequality; social movements and sexual identity; the variety of sexual meanings and communities; the impact of AIDS. —E. Bernstein

3 points. Not offered in 2005–06.

SOCI V 3324**Poverty, Inequality, and Policy: A Sociological Perspective**

An examination of poverty, the “underclass,” and inequality in the United States. Part 1: The moral premises, social theories, and political interests shaping current debates about the poor. Part 2: A more concrete analysis of the lives of the poor and the causes of family breakdown, the drug economy, welfare, employment, and homelessness. —R. Smith

3 points. Not offered in 2005–06.

SOCI V 3247y**The Immigrant Experience, Old and New**

The immigrant experience in the United States. Topics include ideologies of the melting pot; social, cultural, and economic life of earlier immigrants; the distinctiveness of the African-American experience; recent surge of “new” immigrants (Asians, Latinos, West Indians); Proposition 187; and changing American views of immigration.

3 points.

SOCI V 3350**Religion and Social Change**

Examines religious values and organizations as bases for social change, with an emphasis on changes in ideas and practices concerning time, work, inequality, and power. Examples are drawn from older religious traditions, including Judaism, Christianity, Buddhism, Islam, and Hinduism, as well as newer religions, including Wicca, Scientology, and Hare Krishna.

3 points. Not offered in 2005–06.

SOCI V 3290

Sociology of Youth

“Youth” as a biological condition, social construction, cultural phenomenon, and political status. Offers historical, political, and economic perspectives on youth drawing from sociological theory, ethnography, and students’ lived experience with an emphasis on popular culture. —Instructor TBA
3 points. Not offered in 2005–06.

SOCI BC 3901

The Sociology of Culture

Drawing examples from popular music, religion, politics, race, and gender, explores the interpretation, production, and reception of cultural texts and meanings. Topics include aesthetic distinction and taste communities, ideology, power, and resistance; the structure and functions of subcultures; popular culture and high culture; and ethnography and interpretation. —J. Rieder

Prerequisite: SOCI BC 1003 or equivalent social science course and permission of instructor. Enrollment limited to 15.

4 points. Not offered in 2005–06.

SOCI BC 3902

Institutional Analysis in Organizations

Introduction to an institutional perspective on organizations, moving between theoretical discussion of institutions and organizations and empirical research. Coverage of the rise of quantification; how comparative political cultures implement industrial policy; how institutional knowledge affects the environment; and how the Civil Rights movement contended with the American political environment. —P. Levin

Prerequisites: Junior or Senior standing; preference to Majors

4 points

SPANISH AND LATIN AMERICAN CULTURES

219 Milbank Hall

Chair: 854-8805

Language Coordinator: 854-5422

Faculty Administrative Assistant: 854-2597

www.barnard.edu/spanish

Professors: Alfred Mac Adam (Chair), Wadda Ríos-Font

Assistant Professors: Isabel Estrada, Carlos Riobó, Michael K. Schuessler

Senior Lecturers: James Crapotta (Language Coordinator), Agueda Rayo, Flora Schiminovich

Associate: Jesús Suárez García

The Spanish major trains the student to express herself fluently in both oral and written Spanish. It provides her with an intellectual grasp of both the literature and culture of Spain and Latin America.

Foreign Language Requirement for the Degree: first-year students with prior training in Spanish who wish to satisfy Barnard's foreign language requirement in Spanish will be placed in the appropriate language course on the basis of either their CEEB score or the pre-registration placement test administered by the Spanish Department. Students scoring 4 or above on the placement test will be exempted. All others must complete BC 1204. Transfer students should consult the Language Coordinator.

The Spanish Club facilitates joint faculty-student projects. The club sponsors discussion sessions and films and lectures by writers, artists, and visiting scholars.

REQUIREMENTS FOR THE MAJOR

Interested students should consult members of the department as early as possible in order to create a course of study suited to their particular interests. The Spanish Department also provides guidance for students interested in the Spanish subdivision of the Foreign Area Studies major. The Spanish Department actively encourages students to study abroad and may be consulted about these programs.

There are three majors: **I. Language and Literature**, **II. Spanish Studies**, **III. Latin American Studies**. Each requires a Senior Thesis. A senior writing these take BC 3990x or y Senior Colloquium see below.

I. Language and Literature: This program emphasizes a knowledge of Spanish language and the literature of Spain and Latin America. The major consists of 11 courses.

The five required courses are:

V 3351	<i>Literature and Culture of Latin America: Colonial through Modernism</i>
V 3352	<i>Literature and Culture of Spain: Enlightenment to the Generation of '98</i>
V 3353	<i>Literature and Culture of Spain: Medieval through Golden Age</i>
BC 3127	<i>Don Quijote</i>
BC 3990x or y	<i>Senior Colloquium</i>

Six electives (of 3 points each) are to be chosen from the *Language and Literature and Culture* (in Spanish). No more than two may be language-level courses and they must be at the 3000 level.

Requirements for the Minor: Six courses from the *Language and Literature and Culture* options (in Spanish), chosen in consultation with a departmental adviser. No more than two may be language courses and they must be at the 3000 level. Students are encouraged to take one or more of the *Literature and Culture* survey courses (e.g., V 3351, V 3352, V 3353).

II. Spanish Studies: This program emphasizes the literature, history, and culture of Spain. The major consists of 10 courses (eight within the Spanish Department, four within other disciplines).

The three required courses are:

- V 3352 *Literature and Culture of Spain: Enlightenment to the Generation of '98*
- V 3353 *Literature and Culture of Spain: Medieval through Golden Age*
- BC 3990x or y *Senior Colloquium*

Three electives of 3 points each are to be chosen from the Peninsular courses at the 3000 level (in Spanish). BC 3004, Section 5 *Language and Film: Issues in Contemporary Spanish Cinema*, and Section 2 *Special Issues in Contemporary Spain* and DAN BC 2558 *Evolution of Spanish Dance Style* are recommended.

Four courses are to be chosen from offerings in the Social Sciences or Humanities that relate to Spain and define a special field of interest (to be chosen in consultation with the major adviser). History BC 1011 and 1012 *Introduction to European History* are strongly recommended.

III. Latin American Studies: This program emphasizes the literature, history, and culture of Latin America. The major consists of 13 courses (seven within the Spanish Department; six within other disciplines).

The two required courses are:

- V 3351 *Literature and Culture of Latin America: Colonial through Modernism*
- BC 3990x or y *Senior Colloquium*

Five electives of 3 points each are to be chosen from the 3000 level, two of which must pertain to specific regions of Latin America (BC 3143 *Literature of the Spanish Caribbean*; BC 3117 *Literature of the Southern Cone*; BC 3118 *Contemporary Mexican Literature*; BC 3119 *Literature of the Andes*; BC 3120 *Twentieth-Century Puerto Rican Literature*).

Six courses in the social sciences or humanities that pertain to Latin America and define a special field of interest (to be selected in consultation with the major adviser).

Requirements for the Minor: Six courses required (three courses in Spanish):

- V 3351 *Literature and Culture of Latin America: Colonial through Modernism*

Five courses in the social sciences or humanities that pertain to Latin America, to be chosen in consultation with the department. Senior Thesis: For all three departmental majors (Language and Literature, Spanish Studies, and Latin American Studies), a senior thesis is required. Seniors normally work with an adviser within the department, though exceptions are made for Latin American Studies majors, whose advisers must be approved by the departmental chair. Majors writing senior theses take BC3990x or y, Senior Colloquium for Majors. The colloquium provides a forum for students writing one-semester senior theses--in the fall or spring semester--to meet weekly as a group, discuss their projects, present progress reports, and share information under the guidance of a faculty member, who will read drafts and serve as a second reader for all theses.

COURSES OF INSTRUCTION

Language Courses

(Enrollment is limited to 20 students per section; sign-up sheets are on the departmental bulletin board.)
Prerequisite for 3000-level courses: Completion of the language requirement or its equivalent.

SPAN V 1101x–1102y

Elementary First-Year Course

An introductory course to Spanish as a vehicle for oral and written communication. Emphasis on speaking, listening comprehension, reading, and writing. Fundamentals of grammar. —Staff
4 points.

SPAN BC 1103x

Intensive Review of Elementary Spanish

Course for incoming students whose score on the placement examination puts them between the beginning and intermediate levels. To be followed by BC 1203y. —Staff
4 points.

SPAN BC 1203x, y

Intermediate Course, Part I

Further development of spoken and written communication skills. Review of grammar and syntax. Discussion and analysis of short literary texts. Some linguistic and cultural analysis of contemporary Spanish videos and films. —Staff
Prerequisite: V 1102 or BC 1103 or the equivalent.
4 points.

SPAN BC 1204x, y

Intermediate Course, Part II

Review of more advanced grammar points. Readings, discussions, and analysis of important works by Latin American authors. Analysis and discussions of Latin American films. —Staff
3 points.

SPAN BC 1206x, 1207y

Intermediate Conversation

Designed to advance oral and listening proficiency and to increase vocabulary within a wide range of daily and contemporary topics. Materials include readings, cassettes, and videotapes. Activities include role-playing, interviews, small group activities, and oral reports. Some visits to Hispanic cultural events in New York City will be required. —Staff

Recommended parallel: Spanish BC 1203, BC 1204. *Prerequisite:* V 1101x–1102y or the equivalent. Not open to native speakers.

2 points.

SPAN BC 1208x

Spanish for Spanish-Speaking Students

Designed for native and non-native speaking Spanish-speaking students who have oral fluency beyond the intermediate level, but have had no formal language training. Introduction to Spanish grammar with special emphasis on complex sentence structure and syntax. Writing, reading, and building new vocabulary. May be used to satisfy language requirement with permission of the instructor.

Prerequisite: Oral fluency.

3 points.

SPAN BC 3003x

Advanced Oral and Written Spanish: Contemporary Issues in a Hispanic Context

Development of oral and written skills through contact with authentic written and video materials. Topics include values, gender, technology, politics, and diversity. Emphasis on advanced language functions: sustaining narration, expressing opinions, and hypothesizing. Weekly expository and creative writing assignments; final oral presentation. Required class visit to a Hispanic cultural event.

3 points.

SPAN BC 3004x, y

1. Language and World View

Reinforcement and development of modern language skills through focused attention on contemporary sociopolitical issues of Spain and Latin America. Intended as bridge courses for students who have just completed the language requirement or its equivalent. Open only by special permission of the instructor to students who have already completed upper-level courses in the *Literature* and *Culture* listings. Useful for students in Foreign Area Studies, Political Science, History, and Economics.

Enrollment limited to 20 students. Sign-up sheets on departmental bulletin board.

3 points.

2y. Special Issues in Contemporary Spain

Features films and readings from newspapers, magazines, and journals centering on the issues confronting contemporary Spain: the transition to democracy and modernization, terrorism, regional autonomy, feminism, and sexual identity. Readings, discussions, and papers designed to improve oral and written proficiency. —J. Crapotta

3. Hispanics in the United States

An investigation of the cultural and socioeconomic patterns of Hispanics in the United States; their participation in the world of entertainment, visual arts, and literature; and their struggle for political power. Reinforcement of oral and written Spanish. Films, newspaper and magazine articles, essays.

4. Lives of Creative Women in the Spanish-Speaking World

An investigation of the diversity of women's experience of the creative process. Poetry, essays, films, and paintings will be examined in their biographical and critical contexts. Works by and about: Sor Juana Inés de la Cruz, Frida Kahlo, María Luisa Bemberg, Gloria Anzaldúa, Rosario Castellanos, and others. Interviews with poets and artists. *Not offered in 2005–06.*

5x. Language and Film: Issues in Contemporary Spanish Cinema

An examination and discussion of three recurrent themes in Spanish films of the last quarter century: childhood memories and the Civil War, the politics of gender and family, and issues of modernization. Emphasis on the development of listening and speaking skills and vocabulary building.

—I. Estrada

6y. Political Acts: Latin American Theatre in the 20th Century

Development of language skills through the study of some of the most representative plays in 20th-century Latin America. Focus on issues of cultural identity and pluralism, the role of women, tradition and change, race, politics, and repression. Works by Ariel Dorfman, Griselda Gambaro, and others. —F. Schiminovich

7. Language and Performance: Spanish-Language Theatre in NYC

Read, act scenes from and attend performances of Spanish-language plays currently in the repertory of theatre companies in NYC. Emphasis on developing vocabulary and language skills, understanding cultural contexts, writing reviews and performing theatre in Spanish. —J. Crapotta

[Class trips to plays will take place outside regular class hours. \$75 fee for tickets.]

3 points.

8. Language and Film: Pedro Almodóvar

A journey through the works of the renowned Spanish filmmaker Pedro Almodovar and the sociopolitical context from which he drew inspiration. Discussion issues include: feminism, homosexuality, masculinity, modernization and communication. Special attention will be devoted to related current events through newspaper reading. —I. Estrada

Prerequisites: fulfillment of language requirement in Spanish or equivalent,

Limited to 20 students

3 points

SPAN BC 3096**Poetry Writing in Spanish**

Writing of at least two original works of poetry in Spanish to be read and commented upon by the group. Varied assignments designed to explore the resources of language through free association, imitation, allusions, and similar techniques. Reading of contemporary Latin American women poets to provide a further context and enrich discussion.

Prerequisites: Completion of language requirement or Spanish-speaking background and permission of the instructor.

2 points.

Literature and Culture Courses

For non-majors, all courses will count toward the distribution requirement, Part A. All departmental courses are conducted in Spanish unless otherwise stipulated. The prerequisite for all literature and culture courses is satisfaction of the foreign language requirement in Spanish. Exceptions should be discussed with the instructor and the departmental chair.

Introductory Courses

(Enrollment limited to 15 students. Sign-up sheets on departmental bulletin board.) Designed to acquaint students with close reading of a limited number of major literary texts. Emphasis is on the analysis of language and genre and serves as a bridge between intermediate language courses and more advanced courses in literature and culture.

SPAN BC 3109**Introduction to Literary Analysis**

Instruction in techniques of literary analysis applied to works representing different genres.

Development of a critical vocabulary. Analysis of style, structure, and content. Introduction to theories of criticism.

3 points.

SPAN BC 3110**An Introduction to Spanish Theatre**

Analyses of the varied functions and forms of theatre in representative Spanish plays of the 17th through the 20th centuries: the *comedia*, the *entremés*, Romantic drama, the *esperpento*, surrealist theatre, absurdist comedy, and political satire. Authors include Cervantes, Lope de Vega, Zorrilla, Valle-Inclán, Lorca, Arrabal, and Ruibal.

3 points.

Survey Courses: Texts and Contexts

A series designed to coordinate literary and non-literary readings of Spain and Latin America with their social, political, intellectual, creative, and historical implications. May include museum visits, lectures, and films.

SPAN V 3351**Literature and Culture of Latin America: Colonial through Modernism**

Literary readings coordinated with their social, political, intellectual, creative, and cultural implications.

3 points.

SPAN V 3353x**Literature and Culture of Spain: Medieval through Golden Age**

Literary readings coordinated with their social, political, intellectual, creative, and cultural implications.

3 points.

SPAN V 3252y**Literature and Culture of Spain: Enlightenment through the Generation of '98**

Literary readings coordinated with their social, political, intellectual, creative, and historic implications.

3 points.

Advanced Courses

Latin America

SPAN BC 3117

Literature of the Southern Cone: The Dialects of Fantasy and Reality

An examination of the literature of the Southern Cone—Argentina, Uruguay, Paraguay, and Chile; the tension between fantastic literature and literary realism. Readings include Borges, Casares, Ocampo, Onetti, Donoso, and Roa Bastos.

3 points.

SPAN BC 3118

Contemporary Mexican Literature: The Interplay of History and Narrative

A study of Mexican historical novels as meeting places for the rival discourses of history and narrative. Works by significant Mexican authors (Yáñez, Fuentes, Paz, Poniatowska, Pacheco, Ibarguenoitia, and Castellanos).

3 points.

SPAN BC 3119y

Literature of the Andes: Revolution and Identity

The region of the Andes (Colombia, Ecuador, Bolivia, Peru, and Chile) has produced great poets—Mistral, Neruda, and Vallejo—as well as extraordinary novelists, Donoso and Vargas Llosa. This course seeks to identify the essential traits of the region's literature and relate them to its tumultuous history.

3 points.

SPAN BC 3112

Love and Eroticism in Contemporary Latin American Literature

An introduction to the artistic manifestations of love and eroticism and their relationship to social attitudes. Works by Gabriela Mistral, Vicente Huidobro, Neruda, Paz, Borges, Isabel Allende, Vargas Llosa, and García Márquez.

3 points.

SPAN BC 3120

Twentieth-Century Puerto Rican Literature

A study of Puerto Rican authors (Ferré, Sánchez, Pedreira, Julia de Burgos, González, Marqués) and their interpretation of socio-historical development in Puerto Rico. The relationship of these texts to historical writing (e.g., Quintero Rivera), and the revisionist trend in Puerto Rican historiography.

3 points.

SPAN BC 3122

Contemporary Latin American Short Fiction

Readings of short stories and novellas by established and emerging writers from Spanish America and Brazil. Defines the parameters of Latin American short fiction by exploring its various manifestations—fantastic literature, protest writing, satire, and realism. Among the authors to be studied will be: Machado de Assis, Borges, García Márquez, Ana Lydia Vega, Clarice Lispector, Silvina Ocampo, and José Donoso.

3 points.

SPAN BC 3141

La Novela del Boom, 1962–1970

A close readings of the novels that place Spanish America in the mainstream of worldwide literary production during the sixties. Authors include: Fuentes, Cortázar, Cabrera Infante, Vargas Llosa, Puig, and Donoso.

Prerequisite: Permission of the instructor.

3 points.

SPAN BC 3142y

Film-Literature Relations in Modern Latin American Narrative

Intertextual relations between film and literature. Authors and film makers include: Gabriel García Márquez, Laura Esquivel, Borges, María Luisa Bemberg, Vargas Llosa, and Fina Torres.

3 points.

SPAN BC 3143y

Literature of the Spanish Caribbean

A study of works from the Spanish-speaking islands of the Caribbean, Cuba, the Dominican Republic, and Puerto Rico, in order to unravel the cultural traits, historical patterns, and politico-economic realities that these islands may or may not have in common.

3 points.

SPAN BC 3144

Daughters of La Malinche: Women and Culture in Mexico

Explores the contribution of women towards the development of Mexican culture from pre-Hispanic times through the 20th century, with an emphasis on the latter. The works of such artists and writers as Frida Kahlo and María Izquierdo, Elena Garro, and Rosario Castellanos will be considered in light of their historical and political contexts.

3 points.

SPAN BC 3146

20th-Century Women Writers of Colombia

Works by such authors as Laura Restrepo, Alba Lucía Angel, Emilia Ayarza, Matilde Espinosa, and María Mercedes Carranza studied in the context of and in contrast to literary movements such as Magical Realism, *Piedracielismo*, and *Nadaismo*. —A. Rayo

3 points.

Spain

SPAN BC 3126x

Archetypal Patterns in Contemporary Women's Fiction

A consideration of the relationship between contemporary fiction by women and traditional archetypal configurations. The following categories will be studied: initiation into adulthood; marriage and social involvement; the quest for sexuality; personal transformation. Authors studied will be Martín Gaité, Tusquets, Alós, Moix, Montero, Riera, Grandes, Etxebarria, Rossetti.

3 points.

SPAN BC 3127

Don Quijote

A study of Cervantes' masterpiece, concentrating on the narrative models available to him and his own creation of the "novel." Readings also include selected *Novelas Ejemplares* and critical studies.

3 points. Not offered in 2005–06.

SPAN BC 3131

Civil War and Post-War Spain: Myth and Reality Through Film, History, and Literature

Contemporary Spanish films serve as a point of departure for the study of the Civil War and Franco periods as both historical fact and myth. Includes an analysis of its representation in memoirs and literary works and its significance in light of Spain's recent political transformation.

3 points.

SPAN BC 3134

Marriage and Adultery in 19th-Century Spanish Fiction

A consideration of the conflicting interests of 19th-century society as represented through the themes of marriage and adultery: the desire for social stability vs. the potentially subversive drive for freedom and self-affirmation. The roles of women, class, culture, and religion emphasized in works by Galdós, Clarín, Caballero, and others.

3 points.

SPAN BC 3137

Spanish Literature from 1975: The Postmodern Discourse

A close reading of some of the most significant works and trends of post-Franco Spain in the light of postmodern theories. Readings will include works by Martín-Gaité, Vázquez Montalbán, Montserrat Roig, Lourdes Ortiz, J.J. Millás, Ana Rosetti, Paloma Pedrero, Antonio Gala, Almudena Grandes.

3 points.

SPAN BC 3151

Spanish Film: Cinematic Representations of Spain

An examination of Spanish film in both theoretical and historical terms. Considers political and ideological changes through the 20th century and their repercussions in cinematic representation. Topics include: surrealism and Buñuel's legacy; representations of Franco and the civil war; censorship and self-censorship; gender, sexualities, and national identities; film–literature relations.

3 points.

Spanish-Women's Studies SPWS BC 3135x

Reading for Difference: Lesbian and Gay Themes in Hispanic Literature and Film

Homosexual issues and images in major literary works and films of Spain and Latin America. Themes include the social construction of sexuality, political contexts, gay and lesbian self-representation, homosexual desire, closeting and disclosure, defining a gay poetics. Authors include Lorca, Arenas, Tusquets, Molloy, Peri Rossi, Puig, and Almodóvar.

3 points.

SPAN BC 3155y

Image and Word: Crosscurrents in the Art and Literature of Habsburg Spain

An examination of images and texts in interaction with one another within their socio-historical context. Special attention given to the different modes of analyzing verbal and visual arts. Authors include Calderón, Cervantes, Quevedo, Tirso de Molina, St. Ignatius Loyola, St. Teresa of Avila, and María de Zayas. Artists include Murillo, Valdés Leal, Velázquez.

3 points.

Courses in English

SPAN BC 3203

20th-Century Women Poets of the Americas: Kindred Voices

Cross-cultural themes, images, and poetics in women poets of North America and Latin America. Discussion topics include: the search for a matrilineal poetic ancestry; the revival of the goddess; the poetics of subversion. Emphasis on African American, Native American and Latina authors like Ntozake Shange, Sonia Sánchez, Mary Tallmountain. Also, Gabriela Mistral, H.D., Rosario Castellanos, Claribel Alegría, Adrienne Rich.

3 points.

SPWS BC 3204y

Latina Literature

A study of fiction, poetry and prose (essayistic and autobiographical) written by Latinas in the United States. Topics include bilingualism and biculturalism; migration and crossing, “return” and “home”; community, culture, and nation; identity; and women's strategic positioning in the literary and political discourses of the Latino movement.

3 points.

SPWS BC 3205

Hispanic Gay and Lesbian Representations in the Literatures of the Americas

Lesbian and gay images and issues in literary and theoretical writings of Latin American authors and of the United States. Hispanic and North American constructions of homosexual/heterosexual and male/female forms of erotic desire; the relationship of politics, sexuality, and race. Authors included Puig, Arenas, Peri Rossi, Anzaldúa, and Moraga.

May not be taken with SPWS BC 3135.

3 points.

SPAN BC 3264x

The Boom: The Spanish American Novel, 1962–70

The writing that catapulted Latin America into the mainstream of world culture: Fuentes, García Marquez, Manuel Puig, Julio Cortázar, José Donoso, and Mario Vargas Llosa. —A. Mac Adam

Prerequisite: For reading and writing in Spanish, satisfaction of language requirement and one SPA literature course. To receive major or Comparative Literature credit, readings and written work must be done in Spanish. May not be taken with SPAN BC 3141. —A. Mac Adam

3 points.

SPAN V 3265y

Latin American Literature in Translation

A study of contemporary Latin American narrative; its origins and apotheosis. Readings include Machado de Assis, Borges, García Marquez, Puig, and others. —A. Mac Adam

3 points.

BC3099 x or y Independent Study: this course enables students to pursue subjects not covered by courses currently taught. To arrange this course, a student must present a member of the faculty with a program of study and obtain an Independent Study form. This form (and the program of study) must be approved both by the sponsoring faculty member and the chair of the department. The form must then be submitted to the Committee on Programs and Academic Standing for final approval. No faculty member of any rank may direct more than one BC 3099 in any given semester.

BC3990x or y Senior Colloquium for Majors: See above.

For Spanish and Portuguese courses at Columbia University, consult *Columbia College Bulletin*.

STATISTICS

1255 Amsterdam Ave.
Room 1005

854-2132
www.stat.columbia.edu

Officers of the University offering courses in Statistics:

Professors: Graciela Chichilnisky, Victor H. de la Peña, Andrew Gelman, Christopher C. Heyde, Ioannis Karatzas (Mathematics), David H. Krantz (Psychology), Shaw-Hwa Lo (Chair), Paul Meier (Emeritus), Daniel Rabinowitz, Zhiliang Ying

Assistant Professors: Regina G. Dolgoarshinnykh, Takaki Hayashi, Martin A. Lindquist, Ji Meng Loh, Jan Vecer, Tian Zheng

Adjunct Professor: Demissie Alemayehu

Barnard Departmental Representative: Ji Meng Loh, 851-2139, meng@stat.columbia.edu

The Department of Statistics offers a wide range of courses in probability and statistics. Probability and statistics deal with phenomena involving uncertainty. Probability theory describes the behavior of given random systems, while statistical methods facilitate the discovery of hidden regularities in such systems from observed data. The department trains students to apply statistical methodology in their later careers in the biomedical or social sciences, business, engineering, etc., or to continue with graduate study in statistics, business management, operations research, and related fields. Members of the department are actively engaged in both theoretical and applied research. Students may not take both 1001 and 1111 for credit. Certain majors require 1111. Consult the respective major department.

REQUIREMENTS FOR THE MAJOR

All majors should consult the departmental representative regularly in planning their programs of study. The requirements listed below are special to this department and must be read in conjunction with the general requirements for the bachelor's degree. As a rule, no more than 12 points of transfer credit may be accepted toward the major.

A total of 13 courses are required for the major, including:

Mathematics V 1101, V 1102, and V 2010, or their equivalents. (However, students are advised to take at least one more semester of calculus.)

STAT W 1211, either STAT W 3000 or STAT-IEOR W 4105, Statistics W 3659/4107, W 4315, and W 3701. STAT W 1001 or W 1111 may be taken in lieu of STAT W 1211 with approval of the advisor. In particular, a grade of A or above for W 1001/W 1111 is required. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 3659/4107, with approval of the adviser.

One approved course in computer science beyond the introductory level(COMS W 1003, W 1004 [preferred], W 1005, or W1007) and four additional courses to be chosen with departmental approval from statistics, mathematics, computer science, or operations research, at least two of which must be statistics courses numbered above 4200.

REQUIREMENTS FOR THE MINOR

The minor in Statistics requires 24 points, including: STAT W 1211; either STAT W 3000 or W 4105; W 4107, W 4315; and STAT W 3701 or statistics course above the 4200 level; Math V 1101–V 1102 and V 2010. STAT W 4109 (6 points) may be taken in lieu of W 4105 (or W 3000) and W 4107, with approval of the adviser.

See Mathematics Department for Mathematics-Statistics Major.

COURSES OF INSTRUCTION

STAT W 1001 x, y

Introduction to statistical inference for poets

A friendly introduction to statistical concepts and reasoning with emphasis on developing statistical intuition rather than on mathematical rigor. Topics include design of experiments, data collection and graphical display, probability, linear regression, confidence intervals, hypothesis testing and use of statistical software for analysis of data. Examples are drawn from a variety of fields. Classes consist of lectures, hands-on labs and demonstrations. This course can satisfy the science requirement of the core, and the statistics requirement of some majors (please check the respective sections of the bulletin). — x : Instructor TBA; y : Instructor TBA

Prerequisite: Some High School algebra.

3 points.

STAT W 1111 x, y

Introduction to Statistical Inference (without Calculus)

Designed for students in fields that emphasize quantitative methods. This course satisfies the statistics requirements of all majors except statistics, economics and engineering. Graphical and numerical summaries, probability, theory of sampling distributions, linear regression, confidence intervals and hypothesis testing are taught as aids to quantitative reasoning and data analysis. Use of statistical software required. Illustrations are taken from a variety of fields. Data-collection/analysis project with emphasis on study designs is part of the coursework requirement. Lectures and weekly assignments. — x ; y : Instructor TBA

Prerequisite: High school mathematics and intermediate algebra.

3 points.

STAT W 1211 x, y

Introduction to Statistical Inference (with Calculus)

Designed for students who desire a strong grounding in statistical concepts with a greater degree of mathematical rigor than in STAT W 1111. This course is required for students in the statistics, economics and engineering majors. Topics of STAT W 1111 are covered in greater depth. Also covered is maximum likelihood estimation. Use of statistical software is required. Illustrations are taken from a variety of fields. Lectures and weekly assignments —Instructor TBA

Prerequisite: Working knowledge of calculus (differentiation and integration).

3 points.

STAT W 3000

Introduction to Statistics: Probability Models

This course is an introduction to probability specially designed for sophomore and junior students. Emphasis is on conceptual understanding and problem solving. Students require slightly less mathematical background than required for W4105. A quick review of multivariate calculus is provided. This course satisfies the prerequisite for W3659/W4107. Topics covered include random variables, conditional probability, expectation, independence, Bayes' rule, important distributions, joint distributions, moment generating functions, central limit theorem, laws of large numbers and Markov's inequality. Examples are drawn from finance, actuarial science, biology, genetics, physics, meteorology, engineering and medical studies. —Instructor TBA

Prerequisite: : 1 yr of calculus.

3 points.

SIEO W 3600x

Introduction to Probability and Statistics

Fundamentals of probability and statistics used in engineering and applied science. Probability: random variables, useful distributions, expectations, laws of large numbers, central limit theorem. Statistics: point estimations, confidence intervals; hypothesis tests, linear regressions, ANOVA. —Instructor TBA
Prerequisite: A working knowledge of calculus.

4 points.

SIEO W 3658x

Probability

Fundamentals of probability theory. Distributions of one or more random variables. Moments. Generating functions. Functions of a random variable. Law of large numbers and the central limit theorem. —Instructor TBA

Prerequisite: A working knowledge of calculus.

3 points.

STAT W 3659x, y

Statistical Inference

Principles of statistical inference. Population parameters, sufficient statistics. Basic distribution theory. Point and interval estimation. Method of maximum likelihood. Method of least squares, regression. Introduction to the theory of hypothesis testing. Likelihood ratio tests. Nonparametric procedures. Statistical design theory. Applications to engineering, medicine, and the natural and social sciences.

Prerequisite: STAT W 3000 or STAT–IEOR W 4105 or the equivalent.

3 points.

STAT W 3701x, y

Advanced Data Analysis

Data analysis using a computer statistical package and selected exploratory data analysis subroutines. Topics include editing of data for errors, exploratory and standard techniques for one-way analysis of variance, linear regression, and two-way analysis of variance. Material is presented in case-study format. —D. Alemayehu

Prerequisite: W 4315 and preferably another statistics course above the 4200 level.

3 points. Two hours of laboratory TBA

STAT C 3997x, y

Independent Research

The student participates in the current research of a member of the department and prepares a report on the work. —Staff

Prerequisite: The permission of a member of the department. May be repeated for credit.

3 points.

SIEO W 4105x, y

Probability

This course can be taken as a single course for students requiring knowledge of probability or as a foundation for more advanced courses. It is open to both undergraduate and masters students. This course satisfies the prerequisite for W4107. Topics covered include combinatorics, conditional probability, random variables and common distributions, expectation, independence, Bayes' rule, joint distributions, conditional expectations, moment generating functions, central limit theorem, laws of large numbers, characteristic functions.

—x: Instructor TBA; y: Instructor TBA

Prerequisite: Strong background in calculus (including multivariate calculus) and W 1111/W 1211.

3 points.

STAT W 4107x or y

Statistical Inference

—Instructor TBA

This course is identical to STAT W 3659.

3 points.

STAT W 4109x
Probability and Statistical Inference

—Instructor TBA

Combined STAT W 4105 and W 4107.

6 points.

QMSS W 4015y
Statistics for the Social Sciences

Students will learn the elements of a statistical computing language and the use of standard statistical programs to explore and characterize social data from archival sources, field observations, surveys, and controlled experiments. —Instructor TBA

Prerequisite: A one-semester Introduction to Statistics.

3 points.

SIEO W 4150x, y
Introduction to Probability and Statistics

Fundamentals of probability theory and statistical inference. Probabilistic models, random variables, expectations, laws of large numbers, central limit theorem, confidence intervals, hypothesis tests, linear regression, moment generating functions and maximum likelihood. There is greater emphasis on mathematical proofs of results. This course satisfies the statistics requirement for the Econ-Math major. Also designed for beginning masters students that do not need the more advanced STAT W 4105/W 4107 sequence. —x: Instructor TBA; y: Instructor TBA

Prerequisite: Strong working knowledge of calculus (differentiation and integration).

3 points.

STAT W 4201
Advanced Data Analysis

—D. Alemayehu

This course is identical to STAT W 3701.

3 points.

STAT W 4220x, y
Analysis of Categorical Data

A thorough study of the fourfold table, with applications to epidemiological and clinical studies. Significance versus magnitude of associations, estimation of relative risk; matching cases and controls; effects, measurement, and control of misclassification errors; combining evidence from many studies. —x: Instructor TBA; y: Instructor TBA

Identical to Public Health P8120. Prerequisite: A calculus-based first course in statistics, such as STAT W 4107 or SIEOR W 4150, and permission of the instructor.

3 points.

STAT W 4315x, y
Linear Regression Models

Theory and practice of regression analysis. Simple and multiple regression, including testing, estimation and confidence procedures, modeling, regression diagnostics and plots, polynomial regression, fixed effects ANOVA and ANCOVA models, nonlinear regression, multiple comparisons, collinearity and confounding, model selection. Geometric approach to the theory and use of the computer to analyze data will both be emphasized. —x: Instructor TBA; y: Instructor TBA

Identical to Public Health P8111. Prerequisite: Probability and statistics at the level of W 4150 or W 4105 or W 3000 and 4107 taken concurrently, linear algebra, and calculus.

3 points.

STAT W 4325x, y
Generalized Linear Models

Topics include log-linear models for count data, analysis of ordered categorical data, analysis of continuous data where the variability increases with the mean, survival analysis, and model checking. —x: Instructor TBA; y: Instructor TBA

Identical to Public Health P 8121. Prerequisite: Permission of the instructor and STAT W 4107, STAT W 4315, MAT 2010.

3 points.

STAT W 4327y
Design of Experiments

Principles in the design and analysis of controlled experiments: Latin squares, incomplete block designs, crossover designs, fractional, factorial designs, confounding. —Instructor TBA

Identical to Public Health P8116.

3 points.

STAT W 4330x
Multilevel Models

Setup, inference, and checking the fit of multilevel models (also called hierarchical, random-effects, and mixed-effects models). Computation using various software packages and applications in social science and elsewhere. —A. Gelman

Prerequisite: STAT W 4315 or the equivalent.

3 points.

STAT W 4335x
Sample Surveys

An introductory course on design and analysis of sample surveys. The goals are to (1) learn how sample surveys are conducted and why these designs are used; (2) learn how to analyze survey results; and (3) be able to derive from first principles the standard results and their generalization. Design topics include simple random sampling, stratified sampling, systemic sampling, and cluster sampling. Analysis topics include post-stratification, ratio estimation, regression estimation, weighting, and Bayesian smoothing. We will discuss in detail surveys from areas including public health, social work, and opinion polling, and other topics of interest to the participants. —A. Gelman

Identical to Public Health P8115.

3 points.

STAT W 4413x
Nonparametric Statistics

Statistical inference without parametric model assumption. Hypothesis testing using ranks, permutations, and order statistics. Nonparametric analogs of analysis of variance. Tolerance limits. Robust estimation. Introduction to sequential statistical procedures. Applications to quality control and clinical trials. —Instructor TBA

Identical to Public Health P8117. Prerequisite: STAT W 4107. Alternate years.

3 points.

STAT W 4415y
Multivariate Statistical Inference

Multivariate normal distribution; multivariate regression and analysis of variance; canonical correlation and tests of independence. Principal components and other models for factor analysis.

Discriminant functions and the classification problem; cluster analysis. —Instructor TBA

Identical to Public Health P8129. Prerequisite: STAT W 4315 or the equivalent.

3 points.

STAT W 4419y
Decision Analysis

Bayesian decision analysis, decision trees, expected value, utility theorem and evaluation of utilities, subjective probabilities and calibration, Bayesian inference. Examples from public health, medicine, political science, economics, and operations research. —A. Gelman

Prerequisite: One semester of probability or the equivalent.

3 points.

STAT W 4437x
Time Series Analysis

Least squares smoothing and prediction, linear systems, Fourier analysis, and spectral estimation. Discussion of the impulse response and transfer function. Fourier series, the fast Fourier transform algorithm, autocorrelation function, and spectral density. Univariate Box-Jenkins modeling and forecasting. Emphasis is on practical applications and the theoretical foundation necessary for understanding and extending these applications in examples from the physical sciences, social sciences, and business. Computing is an integral part of the course. —Instructor TBA

Prerequisite: STAT W 4315 or the equivalent.

3 points.

STAT W 4543x
Survival Analysis

Survival distributions, types of censored data, estimation for various survival models, nonparametric estimation of survival distributions and related functions, comparison of two or more survival distributions, the proportional hazard and accelerated lifetime models for covariate data, regression analysis with lifetime data. —W. Y. Tsai

Prerequisites: STAT W 3659/4107 or the equivalent.

3 points.

SIEO W 4606x, y
Elementary Stochastic Processes

Review of elements of probability theory. Poisson distribution process. Exponential distribution. Renewal theory. Wald's equation. Introduction to discrete time, Markov chains, and applications to queuing theory, inventory models, branching processes. —x: Instructor TBA; y: Instructor TBA

Prerequisite: STAT W 3000 or Statistics IEOR W 4105, or the equivalent.

Note: Offered by Statistics Department in the Spring. Permission of the instructor required.

3 points.

THEATRE

507 Milbank Hall

854-2080

Fax: 854-1840

www.barnard.edu/theatre

Professor: Denny Partridge (Alice Brady Pels Professor in the Arts)

Assistant Professor: Shawn-Marie Garrett

Senior Lecturers: Patricia Denison (Acting Chair, English), Steve Friedman, Amy Trompetter

Lecturers: Sandra Goldmark, Rebecca Guy

Theatre Administrator: Jessica Brater

Technical Director: Joseph Cairo

Production Manager: Christine Umali

Custom Shop Manager: Tracy Nishimoto

Other officer of the University offering courses listed below:

Professor: Julie Peters

Associate Professor: Martin Puchner (Director of Undergraduate Studies, Drama and Theatre Arts)

The Barnard College Theatre major, a joint program with the Columbia College major in Drama and Theatre Arts, teaches students to create and interpret drama and theatre in the context of a liberal arts curriculum. Early in the major, students are given a foundation in theatre history and world theatre traditions as well as in performance and production. As students continue to move through the program, they acquire a comprehensive knowledge of dramatic literature, theatre history, and theories of the theatre, which they learn to integrate with their growing expertise in acting, directing, design, and playwriting. Committed to situating theatre within cultural and historical contexts, the program examines different traditions around the world and the ways in which they interact. Course offerings cover diverse traditions and forms of theatre, ranging from Shakespeare, Chinese opera, and commedia dell'arte to stage realism, expressionism, and the avant-garde, in lectures, seminars, acting labs, design studios, and performances at the Minor Latham Playhouse. The major culminates in an individually designed senior project, which approaches theatre performance by means of creative interpretation as well as literary, historical, and theoretical analysis. The senior project results in either a theatre production or a written thesis grounded in historical and scholarly research.

Plays participate in literary traditions, but they, along with other kinds of performances, are also part of social life. Theatre thus emerges as a site of cultural innovation, transmission, and contestation involving a variety of languages including verbal, scenic, musical, and physical. Fostering both creative and analytic thought, the theatre major is valuable not only to undergraduates who aim to pursue advanced degrees or careers in the field but also to those interested in the study of languages, literatures, and the arts. For this reason, students are encouraged to supplement their course work in drama and theatre with courses in other departments such as Anthropology, Architecture, Art History, Classics, Dance, Film, Literature, Music, and Philosophy.

REQUIREMENTS FOR THE MAJOR

Courses in theatre practice are offered at Barnard. Courses in dramatic literature are available at both Barnard and Columbia. Students intending to major in Theatre should consult with the department chair in their sophomore year or earlier to plan a program.

Twelve courses and one senior thesis (in Performance **or** in History, Drama, and Criticism) are required as follows:

I. Dramatic literature and theatre history (6 courses as set forth below):

- A. Two courses in Theatre History: THTR BC 3150 and 3151
- B. Drama, Theatre, and Theory: THTR BC 3166 or ENTA W 3702
- C. ENGL BC 3163 or 3164 or ENTH BC 3136. Another course in Shakespeare may be substituted with the adviser's permission.
- D. Two courses in dramatic literature selected from ENTH BC 3137, ENTH BC 3139, ENTH BC 3140, THTR BC 3143, THTR BC 3737, or THTR BC 3750.
Other courses in dramatic literature may be selected from offerings in English or other world literature with the adviser's permission.

NOTE: One course from either (C) or (D) above must be a seminar.

II. Theatre Practice (6 courses, to be taken in the following sequence, when possible):

- A. One course in theatre design: THTR BC 3134, 3135, or 3136
- B. One course in acting from the umbrella course THTR BC 3004, 3005
- C. One course in world theatre: THTR BC 3000 (preferably taken in the junior year)
- D. One course in directing: THTR BC 3201
- E. Two courses that continue work in one of these areas: acting, design, directing, or playwriting. These choices should be made in consultation with the major adviser.
Other courses may be substituted with the chair's permission.

III. One Senior Thesis: The senior Theatre major must complete THTR BC 3997 *Senior Thesis: Performance* **or** THTR BC 3998 *Senior Thesis: History, Drama, Criticism*. *Before doing their senior performance thesis, students must complete a major crew assignment, usually in the junior year during Senior Thesis Festival.*

COURSES OF INSTRUCTION

Studio Courses:

Please note that there is an 18-point limit on studio courses for non-majors. A major may take 24 studio points in Theatre and an additional six in another discipline for a total of 30 studio points. Theatre Department studio courses are THTR BC 2003, THTR BC 2004, THTR BC 2006, THTR BC 2120, THTR BC 3004–3006, THTR BC 3122.

THTR BC 2002y **New York Theatre**

Students attend a variety of performances as well as a weekly lab meeting. Emphasis on expanding students' critical vocabulary and understanding of current New York theatre and its history. Section on contemporary New York theatre management and production practices.

—C. Burney

Limited enrollment. Lab fee \$130.

3 points.

THTR BC 2003y **Voice and Speech**

Techniques of vocal production tailored to the individual problems and potential of the student. Exercises for use in warm-up, relaxation, breathing, and rehearsal; daily work with poetry and dramatic texts. —J. Claire

Enrollment limited to 14 students. Audition required.

3 points.

THTR BC 2004x
Movement for Actors

An exploration of the actor's physical performance. Classical and contemporary approaches to theatre movement. —D. Neumann

Recommended for students intending to focus on acting or directing in the senior thesis. Enrollment limited to 14 students. Audition required.

2 points.

THTR BC 2006x
First-Year Scene Lab

Scenes from the classic and modern repertory, which are directed by advanced directing students, and performed and critiqued in a weekly workshop. Lab participants are expected to rehearse for two hours a week outside of class, and to participate in group discussions about the plays, playwrights, and performances. —D. Partridge

2 points.

THTR BC 2120x
Technical Production

An introduction to the equipment, terms, and procedures employed in the creation of scenery, lighting, and sound for the stage. Classroom exercises and field visits emphasize approaches to collaborative process and production management. —J. Cairo

Crew assignment optional. Enrollment limited to 12 students.

3 points.

THTR BC 3000x
World Theatre

A study of non-Western theatre to gain new approaches to Western theatre practice. Structured as a series of master classes with visiting artists from various world theatre genres. —A. Trompetter

3 points.

THTR BC 3004x, 3005y
Acting Lab

This is an umbrella course whose offerings will change each year. Some are narrow, some broad; all are designed with four objectives in common:

- a. To focus on a particular genre, playwright, or approach to live performance.
- b. To combine theory and practice. Each class will have an ongoing balance of academic and on-one's-feet work throughout the term. Homework assignments will include scene preparation, reading, research, and both individual and group projects.
- c. To explore the social and political context of the work at hand.
- d. To realize the integration required in all acting: ultimately, this is an acting course, and the end goal is what happens on stage.

The acting lab courses are intentionally non-sequential. Students come to the study of acting with widely varying talents and backgrounds. The mix of levels enriches the collaborative experience and offers greater flexibility for students.

No more than six courses can be taken from the Acting Lab/Advanced Acting Lab offerings during a student's Barnard career. Auditions are required for all Acting Labs and will take place the first two evenings of each semester. Please check with the Theatre Department office for specific offerings and audition sign-up. —Staff

Enrollment in each section limited to 14 students. Audition Required

3 points. *Courses will rotate regularly and may include the following:*

Acting Solo Performance

Physical and vocal techniques for solo performance. Selection and performance of classic and modern texts, development of original material suitable to each student. —S. Friedman

Acting Improvisation

Students will develop skills for ensemble work through improvisation, transformation, storytelling, and scene creation.—J. Claire

Acting Puppets and Masks

Focuses on an approach to acting that emphasizes physical awareness and communication through posture, gesture, and movement. Masks and puppets will be used for character exploration, scenario development, and chorus work. Includes coordination of text and movement with exploration of 20th Century Expressionist and Surrealist texts. —A. Trompetter

Acting Chinese Opera

Training in the four performance skills of Chinese opera: song, speech, stylized movement/acting, and stage combat. Looks at Chinese opera in its historical context in order to understand the nature of the performance tradition. —Q.Yi

Acting Naturalism

An eclectic approach to naturalistic acting techniques; an examination of performance practice through scene study; emphasis will be placed on works by Williams, Miller, and others. —R. Guy

Acting the Avant-Garde

Intensive monologue and scene work, along with theoretical reading and discussion, exploring the particular performance skills needed for experimental drama, beginning with Jarry, and including Beckett, Artaud, Ionesco, Genet, Stein, and others.

Acting Brecht

Intensive scene work, along with theoretical reading, analysis, and discussion. In-depth work on three or more major plays, poetry, and selected short pieces. Practical applications of the “alienation effect” and other Brechtian ideas.

Acting Chekhov

Scene study, improvisation, and character and monologue work. An examination of the artistic and social context of Chekhov’s work, including the acting theories of Stanislavski and the politics of naturalism. —R. Guy

Acting Shakespeare

An exploration of character, language, and action through sonnets, monologues, and scenes. —S. Friedman

Acting Commedia dell’arte

A practical approach to the comedy of class conflict, both classic and modern, based primarily on the techniques and characters of commedia dell’arte.

THTR BC 3006y**Advanced Acting Lab**

Special problems of performance. In-class scene work, extensive outside research, rehearsals, and reading. —R. Guy

Preference given to juniors and seniors. Enrollment limited to 14 students. Audition required. 3 points.

THTR BC 3122x, y**Rehearsal and Performance**

Students take part in the full production of a play as actors, designers, or stage managers. Emphasizes the collaborative nature of production. Appropriate research and reading will be required in addition to artistic assignments. —D. Partridge, S. Friedman, A. Trompetter, S. Goldmark, R. Guy, J. Cairo

A studio course, subject to the cap on studio credit. Can be taken more than once for credit, usually up to a maximum of 3 credits a semester. Will be graded. Students not wishing to take this course for credit may participate fully in departmental productions with the permission of the instructors.

1–3 points.

THTR BC 3134y
Lighting Design

Focuses on both the technical and creative aspects of theatrical lighting design. Students will learn the role of lighting within the larger design and performance collaboration through individual and group projects, readings, hands-on workshops, and critique of actual designs. —H. Rosenblum
Enrollment limited to 12 students.
 3 points.

THTR 3135x
Scene Design

An introduction to designing for the theatre. The course will focus on set design, developing skills in script analysis, sketching, model making, storyboarding and design presentation. Some investigation into theatre architecture, scenic techniques and materials, and costume and lighting design. —S. Goldmark
Enrollment limited to 12 students.
 3 points.

THTR BC 3136y
Costume and Mask Workshop

Visual interpretation of script and character through costume and mask construction, drawing, painting, and sculpting. Final project based on design and performance of Medieval and Renaissance texts. —A. Trompetter
Enrollment limited to 14 students.
 3 points. Not offered in 2005–06.

ENTH BC 3136y
Shakespeare in Performance

The dramatic text as theatrical event. Differing performance spaces, production practices, and cultural conventions promote differing modes of engagement with dramatic texts. Explores Shakespeare's plays in the context of actual and possible performances from the Renaissance to the 20th century. —P. Denison
Enrollment limited to 18 students.
 4 points.

ENTH BC 3137y
Restoration and 18th-Century Drama

Performance conventions, dramatic techniques, and cultural contexts from 1660 to 1800. Playwrights include Wycherley, Etherege, Behn, Trotter, Centlivre, Dryden, Congreve, Gay, Goldsmith, and Sheridan. —P. Denison
Enrollment limited to 18 students.
 4 points. Not offered in 2005–06.

ENTH BC 3139y
Modern American Drama and Performance

Modern American drama in the context of theatrical exploration and cultural contestation. Playwrights include Glaspell, O'Neill, Odets, Johnson, Hurston, Hansberry, Williams, Hellman, Stein, Miller, and Fommes. —P. Denison
Enrollment limited to 18 students. Lab fee \$60.
 4 points. Not offered in 2005–06.

ENTH BC 3140y
Women and Theatre

An exploration of the impact of women in theatre history—with special emphasis on American theatre history—including how dramatic texts and theatre practice have reflected the ever-changing roles of women in society. Playwrights include Glaspell, Crothers, Hellman, Finley, Hughes, and Smith. —P. Cobrin
Enrollment limited to 18 students.
 4 points.

THTR BC 3143y
Drama and Film

Study of formal and historical relations between two primary means of producing drama: theatre and film. Readings and viewings of work by Bergman, Brecht, Chaplin, Eisenstein, Fellini, Kurosawa, Marlowe, Molière, Mnouchkine, Shakespeare, and Williams, among others.—S. Garrett
Enrollment limited to 18 students.
 4 points.

THTR BC 3150x
Theatre History I

Study of western European theatre history from its origins to 1700. Approaches include closely reading drama and theory; staging dramatic readings; examining historical evidence; exploring the relationships between history and performance and among social orders, dramatic forms, performance styles, and theatre architectures; questioning constructions of character and gender; writing substantial essays. —S. Garrett
 3 points.

THTR BC 3151y
Theatre History II

Study of European and American theatre history from 1700 to the present. Approaches include those listed in BC 3150, as well as studying constructions of race in the theatre and examining the relationships among modern theatrical theory, playwriting, and performance. —S. Garrett
 3 points.

THTR BC 3166y
Drama, Theatre, and Theory

The theatre event, variously defined, seen through the theories and techniques of selected western artists and theorists, ancient and modern. Course assignments include readings of criticism, theory, and drama; video viewings; and critical essay writing. —P. McKinley
Enrollment limited to 18 students.
 4 points.

THTR BC 3201y
Directing Lab

Approaches to staging a play, with an emphasis on physical, visual, and rhythmic techniques. Students will direct one short piece for public performance. —D. Partridge
Preference given to junior and senior Theatre majors. Enrollment limited to 18 students. Prerequisite: One design or technical course and permission of the instructor. A production crew is required, prior to or concurrent with, for this course.
 3 points.

THTR BC 3202x
Advanced Directing

Students will work on a variety of plays from the world theatre repertory and direct scenes using members of the first-year lab. Directorial analysis, preparation, working with actors, and production planning. —D. Partridge
Enrollment limited to senior Theatre majors and may be preliminary to Senior Thesis: Performance. Weekly scene showings. Prerequisite: THTR BC 3201 and permission of the instructor.
 4 points.

THTR BC 3250y
Alternative Theatre Lab

Students create a new play through first-hand interviews and conversations, written accounts and newspaper articles, improvisations and rehearsals. In the final month, the play will tour to venues that might not ordinarily house live theatre. —A. Trompetter
Enrollment limited to 12 students.
 4 points.

THTR BC 3300y
Playwriting Lab

Student playwrights will create and develop original work both in and outside of class. Projects will culminate in performance; playwrights will be active participants in casting, design, and staging.

—S. Friedman

Permission of the instructor and writing sample required.

3 points.

THTR BC 3301x
Play Development II

Required for a senior thesis in playwriting. There will be weekly meetings to present outside writing assignments geared to the students' original projects as decided in consultation with the instructor. These projects may include dramatic adaptations of existing material as well as original plays.

—S. Friedman

Enrollment limited to senior Theatre majors. Permission of the instructor required.

3 points. Not offered in 2005-06.

THTR BC 3510y
Problems in Design

Expand design skills in set and costume design, with some exploration of lighting and sound design. Students will study theatrical design from various angles, from early concept work to presenting articulate finished designs, including a look into the challenges of budgeting and realizing projects.—S. Goldmark

Prerequisites: THTR BC 3134 or 3135 and permission of the instructor. Enrollment limited to 12 students.

4 points.

THTR BC 3737y
Modernism and Theatre

Interdisciplinary study of major European and American theatrical trends since the mid-19th century through readings of drama, theory, and criticism; music listening; video viewings; study of visual art; and excursions to New York performances and museums. —S. Garrett

Enrollment limited to 18 students.

4 points. Not offered in 2005-06.

THTR BC 3750y
The History Play

Theatrical performance is fundamentally historical in form: simultaneously enacted and written, diachronic and synchronic, collective and individual. As it shapes historical material into dramatic form, the theatre also stages its own history. Investigates the many questions surrounding these processes. —S. Garrett

Enrollment limited to 18 students.

4 points. Not offered in 2005-06.

THTR BC 3997x, y
Senior Thesis: Performance

Students will direct, design, or write a short play that will be produced (according to departmental guidelines) in the Senior Thesis Festival. Collaboration is expected and students will meet weekly with faculty and other seniors. A written proposal should be submitted in the Autumn term, and a final paper is required. Students wishing to do a thesis in acting will work with a faculty or guest director on suitable dramatic material for performance. —D. Partridge, S. Friedman,

A. Trompeter, S. Goldmark, R. Guy

Prerequisite: Appropriate coursework and substantial production experience, including a major crew assignment in the junior year. Enrollment limited to senior Theatre majors. Combined and special majors may be considered under exceptional circumstances.

4 points.

THTR BC 3998x, y

Senior Thesis: History, Drama, and Criticism

Students will write a paper of substance according to departmental guidelines. Students will be expected to take part in group discussions with faculty and other students writing a senior thesis.

—S. Garrett

Prerequisite: Appropriate coursework and production experience. Enrollment limited to senior Theatre majors.

4 points.

THTR BC 3999x, y

Independent Study

Students submit, before the semester begins, a detailed proposal for independent research to a faculty sponsor.

Permission of the instructor and the chair required.

1-4 points.

THTR BC 4001y

Visual Scenography

Students examine the visual and aural vocabulary of dramatic texts and related opera and film adaptations. Readings and discussions focus on directors and playwrights including Vsevolod Meyerhold, Tadeusz Kantor, Robert Wilson, Georg Buchner, Frank Wedekind, and Gertrude Stein. Skill in expressing content through form is gained by weekly exercise in story board creation and the performance of original visual scripts. —A. Trompetter

Permission of the instructor required.

Enrollment limited to 15 students. Lab Fee \$35

3 points

ENTA W 3702x

Drama, Theatre, and Theory

URBAN STUDIES

404 Milbank Hall

854-4073

www.barnard.edu/urban

This program is supervised by the Committee on Urban Studies:

Assistant Professor of History and Urban Studies: Owen Gutfreund (Director)

Professor of Anthropology: Nan Rothschild

Professor of Art History and Archaeology: Hilary Ballon

Associate Professor of Practice in Architecture: Karen Fairbanks

Assistant Professor of Architecture and Urban Studies: David Smiley

Assistant Professor of Economics: Randall Reback

Professor of Education: Susan Sacks

Professor of History: Kenneth T. Jackson

Professor of Political Science: Ester Fuchs

Assistant Professor of Political Science: Kimberley Johnson

Assistant Professor of Sociology: Sudhir Venkatesh

Professor of Urban Planning and Public Policy: Elliot Sclar

Assistant Professor of Urban Studies: Greg Smithsimon

Dean of Academic Affairs, Columbia College: Kathryn Yatrakis

The Urban Studies Program offers students the opportunity to learn about the complex institutions, problems, and achievements of city life. By integrating study from numerous academic departments in an interdisciplinary approach, enhanced by a year-long colloquium taken by all majors during the junior year, students develop a rich and nuanced understanding of modern cities.

REQUIREMENTS FOR THE MAJOR

A major in Urban Studies can be taken only in conjunction with a specialization in one of the regular departments.

In order to major in Urban Studies, a student must fulfill the following requirements:

- A. **One course** dealing primarily with urban subject matter **from each of three of the following departments:** Anthropology, Economics, History, Political Science, Sociology. A list of appropriate courses is available in the Program Office.

Note: If you are specializing in one of the departments listed above, you can double-count one “A” requirement course for your specialization requirement (D. below).

- B. **One course** dealing primarily with urban subject matter from one department other than those listed above (such as Art History, Education, English, Environmental Science, Psychology, or Urban Planning).

Note: If you are specializing in one of the departments listed above, you can double-count one “B” requirement course for your specialization requirement (D. below).

- C. **One course in Methods of Analysis** (such as URBS BC 3200). A list of eligible courses can be obtained from the Program Office or from the Program’s web site.

- D. **Five or more courses in a specialization** in one of the participating departments, as specified in the Urban Studies handout, available from

Program Office, and on the Program's web site.

- E. In the junior year, **the two junior colloquia** in Urban Studies:
 URBS V 3545x *Shaping of the Modern City*
 URBS V 3546y *Contemporary Urban Issues*
- F. In the senior year, **a senior thesis written in conjunction with a two-semester research seminar**, chosen from the following three options:
1. Senior Research Seminar in the department of specialization
 2. Senior Seminar in Urban Studies: New York Field Research (V 3994x–3995y)
 3. Senior Seminar in Urban Studies: The Built Environment (V 3992x–3993y)

The list of specific courses that satisfy these requirements and of the departments that offer specializations for Urban Studies majors, is available in the Program Office (404 Milbank) and on the Program's web site. Appropriate courses can be substituted with the approval of the director or the Columbia College advisor.

There is no minor in Urban Studies.

COURSES OF INSTRUCTION

Lecture

URBS V 3525y

20th-Century Urbanization in Comparative Perspective

An examination of metropolitan growth and development in large cities around the world, placing particular emphasis on cities that have grown rapidly in the 20th century. Examples from South America, Australia, and Asia will be considered, as well as North American cities. —O. Gutfreund
 3 points.

URBS V 3310x

Science and Technology in Urban Environments

An interdisciplinary study of science and technology in cities since the industrial revolution. Will examine how politics, economics, culture, and the natural environment have influenced the development and application of new technologies, and vice versa. Students will also participate in lab-based service learning projects, working with teams of engineering students, applying theories and knowledge about how other periods and cultures approached similar circumstances.

—T. Cross and J. McGourty

Instructors' permission required. Enrollment limited to 30 students.

3 points.

URBS V 3410x

Race, Ethnicity, and Immigration in Urban America

An examination of contemporary urban diversity, with a focus on race relations, ethnic identity, and the impact of new immigration patterns, as well as social processes such as community formation, globalization, and gentrification. —G. Smithsimon

3 points.

Colloquia and Seminars

URBS V 3545x–3546y

Junior Colloquia in Urban Studies

Autumn Term: *Shaping of the Modern City.* An introduction to the historical process and social consequences of urban growth. Topics include immigration, economic development, segregation, suburbanization, and urban revitalization. —O. Gutfreund

Admission by application only. Enrollment limited to 18 students per section.

Spring Term: *Contemporary Urban Issues.* An evaluation of current political, economic, social, cultural and physical forces that are shaping urban areas. —L. Minnite and K. Yatrakis

Admission by application only. Enrollment limited to 18 students per section.

4 points.

URBS V 3550y

Community Building and Economic Development

Community building has emerged as an important approach to creating an economic base, reducing poverty, and improving the quality of life in urban neighborhoods. The impact of community building on the economic, social, and political development of urban neighborhoods. —L. Abzug
Admission by application only. Enrollment limited to 16 students.

4 points per term

URBS V 3560x

The Urban Planning Process: Land-Use Planning in the U.S.

Readings and discussion focusing on the basic processes of urban planning, from the creation of master plans to narrower planning topics including zoning boards, planning to alleviate housing shortages, use of property tax incentives, recent smart growth initiatives, and historic preservation rules. —P. Abeles

Prerequisites: Sophomore standing and departmental approval. Limited to 16 students.

4 points.

URBS BC 3590

Theorizing Civic Engagement

Through a combination of community-based internship, directed reflection, and theoretical readings, explores the complexities of civic engagement. Issues include: community empowerment; public policy at the grassroots; the relationship between funding and social change; communication and coalition-building across differences of race, gender, class; and leadership development.

4 points.

URBS V 3992x–3993y

Senior Seminar in Urban Studies: The Built Environment

Emphasizes the study of the built environment of cities and suburbs, and the related debates. Seminar readings, class presentations, and written reports culminate in major individual projects that combine written work and design work. Readings will include architecture, urban design, urban planning, and urban history. —D. Smiley

Prerequisite: Senior standing. Admission by application only. Participation is for two terms.

4 points (per term).

URBS V 3994x–3995y

Senior Seminar in Urban Studies: New York Field Research

An ongoing program that develops an original social research project from start to completion. Using New York City as a research laboratory and working under the guidance of the faculty coordinator, students learn many of the basic research tools used by social scientists. —G. Smithsimon

Prerequisite: Senior standing. Admission by application only. Participation is for two terms.

4 points (per term).

Course in Quantitative Methods

URBS BC 3200x

Spatial Analysis: GIS Methods and Urban Case Studies

An introduction to spatial analysis using state-of-the-art GIS (Geographic Information Systems) mapping and analysis software to apply quantitative analytical methods to real-world urban issues. Will include basic coverage of applied statistics. Case studies will focus on subjects like environmental justice, voting patterns, transportation systems, segregation, public health, and redevelopment trends, and socio-economic geography. —Instructor TBA

Satisfies Quantitative Reasoning requirement.

3 points.

WOMEN'S STUDIES

201 Barnard Hall

854-2108

www.barnard.columbia.edu/wmstud

Professors: Natalie B. Kampen (Barbara Novak '50 Professor of Art History), Janet Jakobsen (Adjunct Acting Chair), Dorothy Ko (History), Chikwenye Ogunyemi (Visiting), Paula Ettelbrick (Visiting)

Associate Professors: Elizabeth Castelli (Religion), Irena Klepfisz (Adjunct), Laura Kay (Physics), Lisa Tiersten (History)

Assistant Professors: Elizabeth Bernstein (Sociology), Lisa Collins (Visiting), Anupama Rao (History), Rebecca Young

Senior Lecturers: Timea Szell (English)

Senior Associate: Quandra Prettyman (English)

Associates: Christina Cynn, Patricia Romeu, Maxine Weisgrau

Mellon Post-Doctoral Fellow: TBA

Women's Studies is an interdisciplinary department for students who wish to explore the basic questions raised by recent scholarship on gender and its relation to other systems of cultural/political difference: race, class, ethnicity, and sexual orientation. This scholarship covers a complex variety of theoretical and empirical studies both within traditional disciplines and in interdisciplinary frames. Such areas include gender theory (in the humanities, in the social sciences, and in the natural sciences, as well as frequent combinations of the three); empirical studies in areas as diverse as primatology, classical philology, and international relations; and empirical work in interdisciplinary areas such as East Asian culture, post-colonial studies, film studies, and gay and lesbian studies.

Early in their sophomore year, students interested in the major should consult the department to plan their major. Students also have the option of electing a joint or double major and have access to Columbia graduate courses, since some cover special areas not otherwise available at Barnard. A minor in Women's Studies is also offered.

Complementing the Women's Studies Department, the Barnard Center for Research on Women maintains an extensive and expanding resource collection on women's issues. The center also sponsors a variety of lectures and discussions that are invaluable to students interested in Women's Studies.

REQUIREMENTS FOR THE MAJOR

Majors in the department are trained in interdisciplinary research skills and will focus their studies around a thematic or discipline-based concentration. The requirements for the major are the following 13 courses:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. and 4. Two semesters of a junior-level course to be chosen from among:
 - WMST V 3311 *Colloquium in Feminist Theory*
 - WMST V 3312 *Theorizing Women's Activism*
 - WMST V 3313 *Colloquium on Feminist Inquiry*
5. and 6. Two semesters of *Senior Thesis Seminar*, WMST V 3521–3522

7. One course in Women's History (from a list specified by the department)
8. One course with a focus on comparative studies of women and gender (from a list specified by the department)
- 9.–13. Five other courses devoting at least half of their content to issues of gender. At least three of these courses will have either a disciplinary focus or a thematic focus. Selection of these courses will be with the guidance and approval of student's adviser in the department.

Three thematic clusters are currently offered in the department: Gender and Representation; Gender, Science, and Health; Gender and Sexualities. Students can develop other thematic concentrations with the department's approval.

The thesis, Women's Studies V 3521–3522, provides an opportunity for senior majors to engage in original interdisciplinary research and to bring to bear the theoretical emphasis of feminist scholarship on a particular area of investigation. Further, in the senior seminar, majors have the opportunity to discuss methodological issues and problems of research in a directed and supportive environment.

Special projects using the city's resources may be developed into term papers or incorporated into the senior essay. An extensive project under the sponsorship of a faculty member may be offered for course credits as Women's Studies BC 3599 *Independent Research*.

REQUIREMENTS FOR THE COMBINED MAJOR

The requirements for the combined major are as follows:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. and 4. Two semesters of a junior-level course to be chosen from among:
 - WMST V 3311 *Colloquium in Feminist Theory*
 - WMST V 3312 *Theorizing Women's Activism*
 - WMST V 3313 *Colloquium on Feminist Inquiry*
- 5.–7. Three other courses devoting at least half of their content to issues of gender, one of which should be in a distribution field other than that of the combining major.

Two semesters of Senior Thesis Seminar to be taken either through Women's Studies or the other department or program. The senior essay shall integrate the two fields of inquiry.

The requisite number of courses in the combining field, to be determined by the chair of the department or program.

REQUIREMENTS FOR THE MINOR

A minor in Women's Studies consists of the following five courses:

1. WMST V 3111 *Feminist Texts I: Wollstonecraft to Beauvoir*
2. WMST V 3112 *Feminist Texts II: Beauvoir to the Present*
3. One of the three junior-level courses to be chosen from:
 - WMST V 3311 *Colloquium in Feminist Theory*
 - WMST V 3312 *Theorizing Women's Activism*
 - WMST V 3313 *Colloquium on Feminist Inquiry*
4. and 5 Two other women's studies courses.

COURSES OF INSTRUCTION

WMST V 1001x

Introduction to Women's and Gender Studies

Starting with the lives and experiences of women in the West, historical, comparative, and global perspectives are incorporated to introduce the commonalities and differences that mark women's lives. Also, investigates how gender intersects with such categories as race, ethnicity, class, sexuality, age, and religion. —M. Hirsch (CU); TBA

3 points.

WMST BC 1050

Women and Health

An interdisciplinary introduction to women's health issues emphasizing interaction of biological and sociocultural influences on women's health. Current biomedical knowledge presented with empirical critiques of scientific knowledge and medical practice in specific health areas such as eating disorders, reproductive physiology, the health care system, etc. —R. Young

3 points

WMST V 3111x, y

Feminist Texts I: Wollstonecraft to Beauvoir

The important contributions to feminist thought in the West, evaluated through critical discussion. Analysis of works by Mary Wollstonecraft, Anna Cooper, Radclyffe Hall, Emma Goldman, C.P. Gilman, Virginia Woolf, Nella Larsen, and others in a study of the roots of the contemporary feminist movement. —x: T. Sheffield(cu),y: N. Kampen

Permission of the instructor required. Enrollment limited to 20 students.

4 points.

WMST V 3112x, y

Feminist Texts II: Beauvoir to the Present

Contemporary issues in feminist thought. A review of the theoretical debates on sex roles, feminism and socialism, psychoanalysis, language, and cultural representations. —x: L. Tiersten; y: A. Kessler-Harris(cu)

Permission of the instructor required. Enrollment limited to 20 students.

4 points.

WMST BC 3117y

Women and Film

A critical interpretation of film from a feminist perspective and exploration of the relationship of gender to the language of film. —P. Romeu

3 points.

WMST BC 3120x

Litany for Survival: Lesbian Texts

Explores the salience of writing for the historical representation and self-definition of lesbians in a (mostly) Western context. Includes literary questions about language and form in texts as well as historical questions about the contextual construction of lesbian lives and voices in 20th-century America.

4 points. Not offered in 2005–06.

WMST BC 3121x

Black Women in America

An examination of the experiences of African-American women from slavery through the present. Emphasis will be on the history and historiography of these experiences, as well as on critical issues facing African-American women today. —L. Collins

4 points.

WMST V 3122x

The Jewish Woman: Historical and Cultural Perspectives

Explores the international character of the Jewish people through the experiences of Jewish women in various historical periods and contexts. Identifies issues, past and present, of concern to Jewish women, articulated by contemporary Jewish feminists: perspectives of secularists, observant traditional women, heterosexuals, lesbians, feminists, and activists committed to diverse political ideologies. —I. Klepfisz

3 points. Not offered in 2005–06.

Art History–Women's Studies AHWS BC 3123y

Women and Art

A discussion of the methods necessary to analyze visual images of women in their historical, racial, and class contexts, and to understand the status of women as producers, patrons, and audiences of art and architecture. —Instructor TBA

3 points.

WMST BC 3130y

Discourses of Desire: Introduction to Gay and Lesbian Studies

An investigation of who or what constitutes the subject(s) of gay and lesbian studies. Themes include the historical, methodological, and epistemological crisis points of essentialism/constructionism; thinking sexuality cross-culturally; gender versus sexuality; the binaries of hetero/homo and male/female; community, identity, differences; personal life and the politics of liberation; the place of feminism in les/bi/gay studies.

3 points. Not offered in 2005–06.

WMST BC 3131y

Women and Science

History and politics of women's involvement with science. Women's contributions to scientific discovery in various fields, accounts by women scientists, engineers, and physicians, issues of science education. Feminist critiques of biological research and of the institution of science. —L. Kay

4 points.

WMST BC 3132y

Gendered Controversies: Women's Bodies and Global Conflicts

Investigates the significance of contemporary and historical issues of social, political, and cultural conflicts centered on women's bodies. How do such conflicts constitute women, and what do they tell us about societies, cultures, and politics? —M. Weisgrau

4 points. Not offered in 2005–06.

WMST BC 3134y

Unheard Voices: African Women's Literature

Themes include the politics of the canon in Africa, the problems of language, post-colonial counter-discourse, the African-American continuum, and Third World and Western feminism. Authors include Flora Nwapa, Buchi Emecheta, Nawal El Saadawi, Miriam Tlali, Bessie Head, Alifa Rifaat, Molara Ogundipe-Leslie, Ama Ata Aidoo, Efua Sutherland, and Tess Onwueme. —C. Ogunyemi

4 points.

WMST BC 3902y

Gender, Education, and Development

Examines the links between gender and education planning and policy, with a focus on educational policy initiatives for girls' education implemented by international organizations and local governments in developing countries. —M. Weisgrau

Prerequisite: Permission of instructor.

4 points.

WMST BC 3136x

Asian American Women

Explores selected texts written by Asian American women from diverse backgrounds, focusing on issues such as identity, gender, generation, race, class, religion, and language.—C. Cynn
4 points.

English–Women's Studies ENWS BC 3144y

Minority Women Writers in the United States

Literature of 20th-century minority women writers in the United States, with particular emphasis on works by Asian, Black, Hispanic, and Native American women, the historical and cultural as well as the literary framework. —Q. Prettyman
3 points. Not offered in 2005–06.

WMST V 3311x

Colloquium in Feminist Theory

An exploration of the relationship between new feminist theory and feminist practice both within the academy and in the realm of political organizing. —E. Povinelli (cu)
Prerequisite: Feminist Texts I or II and permission of the instructor.
4 points.

WMST V 3312y

Theorizing Women's Activism

Helps students develop and apply useful theoretical models to feminist organizing on local and international levels. It involves reading, presentations, and seminar reports, as well as talks by guest lecturers. Students use first-hand knowledge of the practices of specific women's activist organizations as the basis for theoretical work. —J. Jakobsen
Prerequisite: Feminist Texts I or II and permission of the instructor.
4 points.

WMST V 3813y

Colloquium on Feminist Inquiry

A survey of research methods from the social sciences and interpretive models from the humanities, inviting students to examine the tension between the production and interpretation of data. Students will receive first-hand experience practicing various research methods and interpretive strategies, while simultaneously considering larger questions of epistemology about how we know what we know. —Instructor TBA
Prerequisite: Feminist Texts I or II and permission of the instructor.
4 points.

WMST V 3521x, 3522y

Senior Seminar

Individual research in Women's Studies conducted in consultation with the instructor. The result of each research project is submitted in the form of the senior essay and presented to the seminar. —x: R. Young; y: T. Szell
Prerequisites: Permission of the instructor required. Enrollment limited to senior majors.
4 points.

WMST BC 3599x, y

Independent Research

3 or 4 points. Hours and Instructor TBA

WMST W 3915y

Gender and Power in Global Perspective

Gender systems and their historical transformation in Africa, South Asia, East Asia, and the Middle East. Topics include colonialism, global economy, development, population and poverty, sexuality and sex work, comparative revolutions, and ethics of feminist politics. —Instructor TBA
4 points.

WMST W 4300x, y

Advanced Topics in Women's and Gender Studies

These seminars are directed toward students with previous work in feminist scholarship but are open to students from any major. Topics will vary with the instructor and students should check with the department each term.

Permission of the instructor required.

4 points.

1. The Search for Self—20th-Century U.S. Jewish Women Writers, Part I: 1900–1939

Covers significant pre-Holocaust texts (including Yiddish fiction in translation) by U.S. Ashkenazi women and analyzes the tensions between upholding Jewish identity and the necessity and/or inevitability of integration and assimilation. It also examines women's quests to realize their full potential in Jewish and non-Jewish communities on both sides of the Atlantic. —x: I. Klepfisz

2. The Search for Self—20th-Century U.S. Jewish Women Writers, Part II: 1939 to the Present

Examines the memoirs and fiction by American Jewish Women writers from 1939 to the present, with a focus on the relationships between Jewish identity, post-Holocaust consciousness, gender, and class. Writers to be studied include Lucy Dawidowicz, Jo Sinclair, Tillie Olsen, Eva Hoffman, Grace Paley, Helen Epstein, Pearl Abraham, Judith Katz, and Elana Dykewomon. —x: I. Klepfisz

3. Feminism and Science Studies

Investigates socially and historically informed critiques of theoretical methods and practices of the sciences. It asks if/how feminist theoretical and political concerns make a critical contribution to science studies. —x: R. Young

Not offered in 2005–06.

4. Sexuality and the Law

Explores how sexuality is defined and contested in various domains of law (Constitutional, Federal, State), how scientific theories intersect with legal discourse, and takes up considerations of these issues in family law, the military, questions of speech, citizenship rights, and at the workplace.

—x: P. Ettelbrick

Not offered in 2005–06.

5. Gender and War

Theories of war: its cultural meanings, social history, motivations and effects, legal and ethical evaluation, political protest and resistance. —y: E. Castelli

Not offered in 2005–06.

6. Sexuality and Science

Examines scientific research on human sexuality, from early sexology through contemporary studies of biology and sexual orientation, surveys of sexual behavior, and the development and testing of Viagra. How does such research incorporate, reflect, and reshape cultural ideas about sexuality? How is it useful, and for whom? —y: R. Young

7. Gender and HIV/AIDS

An interdisciplinary exploration of feminist approaches to HIV/AIDS with emphasis on the nexus of science and social justice. —y: R. Young

4 points

8. Sex, Gender and Transgender Queries

An examination of what it means to be a "real woman." Using autobiographies, ethnographies, and theoretical writings considers "transgender" issues and experiences. —x:: Instructor TBA

Limited to 18 (by application)

4 points

Women's Studies Courses in Other Departments and Programs

There are many courses dealing with issues of gender offered in other departments. Please consult our web page www.barnard.edu/wmstud for an up-to-date list.

First-Year Seminar

First-year students interested in Women's Studies may wish to select their First-Year Seminar from the Women in Literature and Culture cluster. See page 225.

Courses Offered at Reid Hall in Paris

Periodically, Women's Studies courses are offered at Reid Hall in Paris. Interested students should consult the current *Columbia Continuing Education & Special Programs Bulletin* available in 203 Lewisohn Hall or www.ce.columbia.edu/paris.

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- Stephanie Beardman, Jan. 2002, Assistant Professor of Philosophy
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- Linda J. Beck, 1996, Assistant Professor of Political Science
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B.A., Indiana U.; M.Ed., U. of Hartford, Ed.D., U. of Mass.
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B.S., Yale; M.A., Queens College; M.P.H., Ph.D., Columbia
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- Mark C. Carnes, 1982, Ann Whitney Olin Professor of History
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B.A., Antioch; Ph.D., CUNY

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BFA, Rhode Island School of Design; MFA, California Institute of the Arts

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B.A., Wesleyan; Ph.D., Johns Hopkins
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- James P. Mohler, 1986, Professor of Biological Sciences
B.A., Iowa; Ph.D., Massachusetts Institute of Technology
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B.S., U. of Toronto; Ph.D., U. of California, Riverside
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B.A., M.A., U. of California, Santa Barbara
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B.A., U. of Edinburgh; M.A., Ph.D., U. of Chicago
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THE ALUMNAE ASSOCIATION OF BARNARD COLLEGE

Barnard graduates number more than 30,000 and have distinguished themselves in almost every field. The most recent edition of *Baccalaureate Origins of Doctoral Recipients* for the period 1920–95 ranks Barnard third among 1,036 private four-year undergraduate colleges in the number of graduates who received Ph.D.s in all fields; second in the number of graduates who received Ph.D.s in psychology; and sixth in the number of graduates who received Ph.D.s in the sciences.

Alumnae serve Barnard in three important ways: recruiting students for Barnard, interpreting and promoting Barnard in their communities, and supporting the College financially. Alumnae also support the College by volunteering for leadership positions, participating in alumnae events and programs, and hiring Barnard students, interns, and graduates. A network of many clubs and regional representatives links alumnae in the United States and abroad, providing a source for potential friendships as well as business and professional contacts for alumnae when traveling or relocating.

The Alumnae Association of Barnard College (AABC) is headed by a twenty-member Board of Directors that develops programs designed to connect alumnae to each other, to the College, through class and regional groups in the United States and abroad, as well as through career, young alumnae, and other affinity networks. All graduates and former students who have completed at least one year of undergraduate study at Barnard and have left in good academic standing are members. There are no alumnae dues.

Barnard alumnae receive *Barnard* magazine and invitations to alumnae events and other academic and career programs. Alumnae can audit courses and use campus facilities such as the Barnard and Columbia libraries and the Office of Career Development.

The central office of the AABC is in the Vagelos Alumnae Center in the historic Deanery.

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Elaine Schlozman Chapnick '61 and David Chapnick Fund

Nancy W. Chin '77 Scholarship Fund (2004)

Shu-Tsing Chou Chiu '26 Fund (1998)

Fanny Steinschneider Clark '24 Fund (1978)

Jennie B. Clarkson Fund (1898)

Class of 1918 Fund (1975)

Class of 1921 Fund (1931)

Class of 1925 Fund (1975)

Class of 1926 Fund (1981)

Class of 1930 Fund (1975)

Class of 1931 Memorial Fund (1981)

Class of 1933 Fund (1973)

Class of 1935 Fund (1975)

Class of 1936 Fund (1971)

Class of 1938 Fund (1989)

Class of 1939 Fund (1990)

Class of 1940 Memorial Fund (1991)

Class of 1943 Fund (1989)

Class of 1947 Memorial Fund (1982)

Class of 1948 Fund (1989)

Class of 1952 Memorial Scholarship Fund (2004)

Class of 1953 Fund (1973)

Class of 1954 Fund (1955)

Class of 1959 Fund (1974)

In memory of Jacqueline Zelniker Radin.

Class of 1963 Fund (1983)

Class of 1964 Fund (1992)

Class of 1974 Fund (1991)

Class of 1981 Fund (1982)

Martine Cobanks '18 Fund (1973)

Rosalie Colie Fund (1993)

College Bowl Fund (1968)

Thomas Castleton Corey Fund (2001)

Barbara Myers Cross Fund (1986)

Yvonne Moen Cumerford '23 Fund (1972)

Caryl M. Curtis '32 Fund (1980)

Leora Dana '46 Scholarship Fund (2005)

Vera B. David Scholarships (1962)

In memory of her late husband, John David.

Ethel Dawbarn '18 Fund (1987)

Blanche Heyman Doernberg '05 Fund (1991)

Ada M. Donelle Fund (1948)

L. Adele Dorsett '06 Fund (1971)

Helen Geer Downs '40 Fund (1974)

Drake Scholarships and Fellowships (1992)

Amelia Cary Duncan Fund (1976)

Marcia Rubenstein Dunn '63 and Herb Dunn Scholarship Fund (2004)

Durand-Kelz Fund (2000)

Marie G. Eckhardt '22 Fund (1990)

May Parker Eggleston '04 Fund (1977)

Betty Eisenstadt Fund (1982)

In memory of Sarah and Israel Gellman and Betty Eisenstadt.

Carol G. Emerling Family Fund (2000)

Elizabeth Kramer Emmons '42 Fund (1986)

Sarah Engel '15 Fund (1973)

Laura Teller Ericsson '32 Fund (1976)

Dora L. Falk '04 Fund (1995)

Myrna Fishman Fawcett '70 and Arthur H. Fawcett, Jr. Scholarship Fund (2004)

Abbe Fessenden '62 Fund (1994)

Margaret Jane Fischer '35 Fund (1968)

Fiske Fund (1895)

Pauline Lew Fong '59 Fund (2000)

Edyth Fredericks '06 Fund (1974)

Clara Lillian Froelich '15 Fund (1979)

Ellen V. Futter '71 Fund (1994)

Doris P. Gallert '04 Fund (1970)

Galway Fund (1912)

Helen Jenkins Geer '15 Fund (1940)

Elinor M. Georgopulo '48 Scholarship Fund (2005)

Anita Hyman Glick '62 Fund (1968)

Irma Alexander Goldfrank '08 Fund (1919)

Lillian Goldman Scholarship Fund (2002)

Sarah S. and Louis A. Goldman Fund (1992)

Drs. Mary Nicholson Goldworth '49 and Amnon Goldworth Fund (1997)

Harriet Wilinsky Goodman '27 and Sylvan A. Goodman Fund (1983)

Elsa Gottlieb '13 Fund (1982)

Graham School Fund (1907)

Blanche Kazon Graubard '36 Fund (1981)

Ethel C. Gray '17 Fund (1973)

Virginia Ehrman Greenwald '26 Fund (1996)

Louise H. Gregory Fund (1955)

Hetta Stapff Halloran '11 Fund (1977)

Gertrude Epstein Halpern '34 and Milton Halpern Fund (2000)

Mary Catlett Hardy Fund (1994)

Harkness Fund (1939)

Jane Harnett '63 Fund (1978)

Helen May Smith Helmle '30 Fund (1973)

Ethel and Abe Herman Fund (1999)

Gail Hessol '74 Scholarship Fund (2004)

Margaret Holland '30 Fund (1975)

Rita Hilborn Hopf '14 Memorial Fund (1966)

Harriet Kaye Inselbuch '62 Fund (1992)

Anita Ginsburg Isakoff '47 and Flora Ginsburg Chudson '39 Scholarship Fund (2005)

In honor of Anita Ginsburg Isakoff '47 and in memory of Flora Ginsburg Chudson '39.

Eleanor Levison Israel '39 Fund (1976)

Jane Rosenzweig Jelenko '70 Scholarship Fund (2004)

Lucie Burgi Johnson '17 Fund (1979)

Henshaw Jones and Eaton Scholarship Fund (2004)

In honor of Alice H. Eaton '05 and Elizabeth K. Eaton '07.

Lily Murray Jones '05 Fund (1950)

The Kahn Fund (1994)

Mildred K. Kammerer '19 Fund (1973)

Peggy King Scholarship Fund (1986)

Mirra Komarovsky '26 Fund (1975)

Lucile Wolf Koshland '19 Fund (1980)

Elsie M. Kupfer Class of 1899 Fund (1975)

Margaret Irish Lamont '25 Fund (1978)

Augusta Larned Fund (1924)

Marjorie Hermann Lawrence Fund (1965/67)

Ethel Stone LeFrak '41 and Samuel J. LeFrak Fund (1998)

Yves LeMay '52 Fund (1982)

Laurie J. Levinberg '76 and Jeffrey W. Moses, M.D. Scholarship Fund (2003)

Harriett Mooney Levy Fund (1965)

Joan Sperling Lewinson '13 Fund (1955)

Judith Lewittes '55 Fund (1957)

Veronica Kit-Lan Li '00 Fund (1999)

Dora Mei and Tsiang Kwang Li Fund (1994)

Anne Elizabeth Lincoln '24 Fund (1963)

Margaret Underwood Lourie '53 Fund (2001)

Amy Loveman '01 Fund (1956)
See Prizes, page 432.

Louise Grace Luby Class of 1893 and James Luby Fund (1947)

Barbara Scoville Maarschalk '32 Fund (1977)

Lucille Knowles Freedman Mann '32 Fund (2001)

Lillie Knoch Marlatt Fund (2001)

Frances E. and Harry W. Martin Fund (1986)

Jeanne S. Mattersdorf and Bertha Miller Memorial Fund (1970)

Maida Zuparn Maxham '58 Fund (2001)

Cecile Lehman Mayer Fund (1962)

Leo Mayer Fund (1972)

Hugh and Mary McCorry Fund (1993)

Helen Pond McIntyre '48 Fund (1998)

Adele Duncan McKeown '11 Fund (1973)

Eloise F. McLennan '24 Fund (1987)

Memorial Fund (1954)

Margaret A. Milliken '45 Fund (1998)

Cheryl Glicker Milstein '82 and Philip Milstein Fund (1992)

Dorothy E. Miner '26 Fund (1977)

Gladys Bateman Mitchell '14 Fund (1980)

William Moir Fund (1912)

James Robert Montgomery and Rosalis Van der Stucken Montgomery '35 Fund (1994)

Morris-Eppstein Fund (1995)

Fannie Wagenheim Moskowitz '21 Fund (2000)

Gulli Lindh Muller '17 Fund (1972)

Caroline Church Murray Fund (1918)

Annette Florence Nathan Fund (1947)

Dora R. Nevins '04 Fund (1969)

Lillian Niederman Fund (1999)

Ann Whitney Olin '27 Fund (1982)

Lida Orzeck '68 Scholarship Fund (2004)

Lucretia Perry Osborn Fund (1940)

Dorothy Brockway Osborne '19 Fund (1976)

Vivian Allison Pachman '33 Scholarship Fund (2005)

Elizabeth Palmer '15 Fund (1972)

Jean T. Palmer '53 Fund (1969)

Josephine Bay Paul Fund (1978)

Carl and Lily Pforzheimer Foundation Fund (1993)

Gwendolyn W. Pickett '32 Scholarship Fund (2003)

Gertrude Plosky '31 Scholarship Fund (2004)

Dr. Iris S. Polinger '64 and
Dr. Harvey I. Hyman Fund (1995)

Samuel Postelneck Fund (1997)

Lucy Powell '13 Fund (1971)

M. Gladys Quinby '08 Fund (1961)

Jacqueline Zelniker Radin '59 Fund (1975)

Wendy Supovitz Reilly '63 Scholarship Fund (2001)

Eleanor Kaiser Reinheimer '28 Fund (1976)

Edna Pulver Relyea Memorial Fund (1996)

Patricia Cady Remmer '45 Scholarship Fund (2005)

Eva Rich '07 Fund (1968)

Peter C. Ritchie, Jr., Fund (1937)

Gayle F. Robinson '75 Fund (1993)

Jennifer L. Rogers '02 Fund (2003)

Margaret Miller Rogers '23 Fund (1976)

Caterina Ronzoni Fund (1986)

Edith Lowenstein Rossbach '19
Memorial Fund (1959)

Carrie W. and Corine A. Rowe '25
Fund (1979)

Helena Rubinstein Foundation Fund (1992)

Edna Heller Sachs '10 Fund (1955)

Barbara Glaser Sahlman '53 Fund (2003)

May Herrmann Salinger '10
and Edgar Salinger Fund (1971)
In memory of Isaac and Eugenie Herrmann.

Lee Borden Samelson Fund (1997)

Shirley Aronow Samis '43 Fund (1994)

Eleanor Butler Sanders Fund (1922)

Anna M. Sandham Fund (1922)

Terry Rose Saunders '64 Fund (1992)

Jessie Scheman Fund (1999)

Katherine D. Schlayer '43 Fund (1975)

Schmitt-Kanefent Fund (1931)

Scholarship Fund (1901)

Katherine Flint Shadek '45 Fund (1961)

Dorothy Nolan Sherman '35 Fund (1983)

Marion Berenson Shinn '45 and Richard R.
Shinn Fund (1992)

Anne Victoria and Elizabeth Jane
Shutkin Fund (1983)

Doris Silbert '23 Fund (1987)

Lisa Simmons '86 and Josh Weinstein
Fund (1998)

438 *Scholarship Funds*

Elizabeth Yeh Singh '88 Scholarship Fund (2004)

Max Sloman and Jane Stanley '41 Fund (1971)

Emily James Smith Fund (1899)

Frances M. Smith '32 Fund (1974)

Fred Curtis Smith Memorial Fund (1955)

George W. Smith Fund (1906)

Jayne Sosland Scholarship Fund (2004)

Sylvia W. Stark '26 Fund (1981)

C. V. Starr Fund (1983)

Claire Wander Stein '36 Financial Aid Fund (1981)

Elizabeth Stemple '25 Memorial Fund (2003)

Edna Phillips Stern '09 Fund (1952)

Martha Kostyra Stewart '63 Fund (2001)

Eleanor Holden Stoddard '06 Fund (1977)

Isabel Greenbaum Stone '18 Fund (1957)

Alice Warne Stout '38 Fund (1995)

In memory of Pearl Waite Warne.

Alan L. and Jacqueline B. Stuart '63 Fund (1997)

Fannie Manwaring Sturtevant and Daniel Dwight Sturtevant Fund (1969)

Solon E. Summerfield Foundation Fund (1960)

Thompson Fund (1993)

Miriam Tobias '35 Fund (1980)

Mildred Gluck Tomback '27 Fund (1995)

Veltin School Fund (1905)

George and Henriette Wadds Scholarship Fund (2003)

In memory of George and Henriette Wadds by their daughter Margaret Wadds '31.

Florence Meyer Waldo Fund (1980)

Alma F. Wallach '01 Fund (1951)

Dorothy Calman Wallerstein '09 Fund (1976)

Joyce Marcus Warshavsky '44 Fund (2001)

Ella Weed Fund (1895)

Hymen and Helen Werner Fund (1964)

Fern Yates Memorial Fund (1980)

resident student at Barnard College.

Mary Anderson Archer and Joseph Allen Wheat Fund (1997)

Preferably for students who are studying mathematics or science.

Norma Ketay Asnes '57 Fund (1993)

Preferably for African-American students.

Axe-Houghton Fund (1977)

For juniors or seniors with average of at least 3.0.

Helene Gottesman Axelrod '42 Fund (1997)

Preferably for students who are graduates of secondary schools in New York State.

Bertha R. Badanes '14 Fund (1966)

For children of New York City schoolteachers, preferably from Brooklyn.

Barnard College Club of Brooklyn Fund (1944)

For a student from Brooklyn.

Scholarships with Preferences

Patricia Leigh (Pat) Abbott Fund (1981)

For a student or students who have overcome serious physical difficulties.

Mary Ann Adams and Lily Frances Adams Fund (1991)

Preferably for a student majoring in history or another social science.

Carolyn E. Agger '31 Endowment for Women Interested in Law (1998)

For students who are pre-law majors or who have declared an interest in studying law.

Mary Gertrude Edson Aldrich Fund (1916)

To a senior who has shown high moral qualities.

Marion Patterson Ames '37 Residential Fund (2000)

To provide financial aid to defray room and board expenses for a student who resides in an area designated by the College as within commuting distance, but who would most benefit from being a

Barnard College Club of Greater
San Francisco Fund (1986)

*For a student preferably from the San Francisco
Bay area.*

Barnard College Club of Houston Fund (1969)

For students from the Houston area.

Barnard College Club of New York Fund (1952)

For a student from outside New York City.

Barnard College Clubs of Southern California
Fund (1999)

*For students from Southern California, defined as
Santa Barbara south to the border.*

Barnard-in-Westchester Fund (1962)

Preferably for students from Westchester County.

Barnard School Alumnae Fund (1916)

Preferably for nominees of the school.

Willina Barrick Class of 1900

Memorial Fund (1936)

*By the College Club of Jersey City for a graduate of
a Jersey City secondary school.*

Anne Glynn Basker Fund (1996)

Preferably for students from Oregon.

The Annette Kar Baxter '47

Memorial Fund (1984)

*In memory of Annette Kar Baxter'47, by her
colleagues, students, classmates, and other friends.
For students who have distinguished themselves in the
study of some aspect of women's experience.*

Hortense Koller Becker '23 Fund (1992)

For students from the Greater Chicago Area.

Betty Levy Berger '43 Fund (1995)

*For students majoring in the sciences, preferably
chemistry.*

Irving Berlin Fund (1950)

*For one or more Barnard students of foreign-born
parentage.*

Helen M. Berman '64 Fund (1996)

*Preferably for students majoring in chemistry,
biochemistry, biology, physics, or mathematics.*

June Rossbach Bingham '40 Fund (1976)

*For a Barnard student majoring in English, preferably
one who is interested in pursuing a writing career.*

Ida Blair Memorial Fund (1937)

Preferably for a student in political science.

Nina Thomas Bradbury '42 Future
Teachers Fund (1992)

Preferably for a student interested in teaching.

Thornton F. Bradshaw Fund (1986)

For transfer students.

Naomi Levin Breman '71 Fund (1992)

*Preferably for students majoring in history or
economics.*

Alice Marie-Louise Brett '15 Fund (1930)

For a senior specializing in French.

William Tenney Brewster and Anna

Richards Brewster Fund (1961) For

daughters of professional parents.

*To be awarded in amounts not less than
\$1,000, preferably.*

Anne Brown Endowment Fund (1939)

For students from New York City.

Laurie Wolf Bryk '78 and Eli Bryk

Fund (1998)

Preferably for students studying art history.

Burbank Fund (1992)

*For one or more worthy students pursuing the study
of history, literature, or music of the United States,
or any combination thereof.*

Ruth L. Byram '24 Fund (1991)

*Preferably for students interested in teaching or
majoring in math.*

Mary Costello Calabro '28 Fund (2000)

For students who fulfill special financial criteria.

Alice Corneille Cardozo '36 Fund (1994)

Preferably for students in the fine arts or music.

Carpentier Residence Fund (1919)

*For students who are not residents of New York
City or its vicinity.*

Therese Cassel '11 Fund (1973)

*For students born in New York City, preferably
those whose mothers were born in New York City
and attended Barnard College.*

Lois Golden Champy '67

and James Champy Fund (1992)

*Preferably for African-American students who
demonstrate special need as well as ability.*

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Dulcida Romero Chicón Fund (1994)
Preferably for students of Hispanic background.

Marilyn Chin Fund (1994)
To be awarded to a student with demonstrated leadership qualities.

Eliza Taylor Chisholm Memorial Fund (1901)
Preference to nominees of the Alumnae Association of Miss Chisholm's School.

Shu-Tsing Chou Chiu '26 Fund
For students interested in education.

C.I.T. Financial Corporation Fund (1979)
In honor of Eleanor Thomas Elliott '48. For a student of economics, mathematics, or political science.

Class of 1919 Decennial Fund (1929)
For a resident student.

Class of 1926 Emergency Student Aid Fund (1976)
For emergency financial aid.

Class of 1949 Fund (1974)
For an incoming first-year student.

Mrs. Henry Clarke Coe Fund (1910)
By the New York City Colony of the National Society of New England Women, to a student from New England or of New England parentage.

The Gene and Barbara Kauder Cohen '54 Memorial Scholarship Fund (1995)
Preferably for promising writers.

Beatrice Rosenthal Coleman '38 Scholarship Fund (1991)
For students majoring in the Humanities.

Isobel Crowley Fund (1997)
Preferably for students majoring in history and showing a concern for public service.

Charles A. Dana Fund (1982)
For students designated Dana Scholars, as specified in the guiding principles for the program.

Babette Deutsch '17 Fund (1978)
For Barnard students who have demonstrated exceptional ability in poetry, criticism, or translation.

Winifred Meager Donoghue '41 Scholarship Fund (2004)
Preferably for students with a strong interest in creative writing.

Marie Ward Doty '36 Fund (1981)
Preferably to daughters of parents in law enforcement or related fields.

The Herman and Seena Druan Scholarship Fund (2003)
Preferably for students who are U.S. citizens interested in studying math, science or computer science.

Augusta Salik Dublin '06 and Mary Dublin Keyserling '30 Fund (1960)
For a student in a field of social welfare.

Elizabeth M. Edersheim '85 Memorial Fund (1992)
For juniors majoring in mathematics or English, preferably mathematics, to be renewed for an additional year if academic standards are maintained.

Educational and Cultural Trust Fund of the Electrical Industry (1951)
For daughters of members of Local Union No. 3 of the International Brotherhood of Electrical Workers.

May Parker Eggleston '04 Fund (1972)
For a science student, preferably one planning to attend medical school.

Christine H. Eide '39 Memorial Fund (1968)
For juniors majoring in anthropology or English.

Eleanor Thomas Elliott '48 Fund (1973)
For winners of the Eleanor T. Elliott Prize (see page 430) and/or for other deserving students.

Helen Revellese Esposito '38 Fund (2001)
Preference for students from Yonkers or the Greater Westchester area, in honor of Helen Revellese Esposito's love of education and her long-standing and devoted service as a teacher and volunteer in the Yonkers school system.

Gladys Renshaw Esterbrook '20 Fund (1958)
Preferably for English or French majors.

Sophie Schulman Felton '18 Scholarship Fund (1995)
Preferably for a student majoring in science, particularly chemistry.

Martha T. Fiske Fund (1911)
For a student who is not a New York City resident.

Doris E. Fleischman Fund (1992)

For the winner of the Doris E. Fleischman '13 Prize (see page 432), or, if that student is not in need of financial aid, to the most outstanding writer among English majors.

Marion Pratt Fouquet Fund (1961)

Preferably for older students.

The Joan Tuttle Freyberg '52 Scholarship Fund (2004)

Preferably for a fourth year student who intends to graduate with a degree in psychology and has expressed an interest in, and has taken positive steps to becoming a licensed psychoanalyst.

Gentile Family Fund (1992)

Preferably for inner-city students.

German Fund (1950)

For a German major. See also Prizes, page 433.

Virginia C. Gildersleeve Fund (1968)

For a major in the humanities, preferably English.

Virginia C. Gildersleeve International Fund (1937)

For a foreign student.

Cecile Meister Gilmore '30 and Benjamin Gilmore Fund (1986)

For minority students.

Cecil Paige Golann '41 Fund (1995)

Preferably for a student majoring in classics or archaeology.

Elizabeth Hughes Gossett '21 Scholars (1981)

For freshmen or sophomores for academic achievement, demonstrated inclination toward public service, and leadership qualities.

SuzanneClair Guard Scholarship Fund (2005)

Preferably for Haitian or Haitian-American students, in honor of SuzanneClair Guard and her thirty years of outstanding service and devotion to Barnard College.

Emily Morris Hadley '28 Fund (1996)

Preferably for students who play musical instruments.

Joy Villamena Harburger '39 Fund (1999)

Preferably for students from the New York City metropolitan area.

Thora M. Hardy '25 Fund (1995)

Preferably for a student majoring in biology.

William Randolph Hearst Endowed Fund for Minority Students (1995)

Preferably for African-American and Latina students.

Julius Held Fund (1970)

For students majoring in art history.

Janet Williams Helman '56 Fund (1993)

Preferably for minority students from Chicago, Illinois.

Dominique Henrey Memorial Fund (1990)

For a first-year student who has an interest in creative writing.

Emma Hertzog Fund (1904)

For a graduate of Yonkers High School.

Alena Wels Hirschorn '58 Fund (1986)

For the winner of the Alena Wels Hirschorn essay prize, or to the most outstanding economics major.

Marion Alice Hoey '14 Fund (1944)

Preferably for a student in Greek and Latin.

Hannah Falk Hofheimer '09 and Henry Hofheimer Fund (1975)

For a freshman.

Holland Dames Fund (1915)

For a descendant of early Dutch settlers.

Lillia Babbitt Hyde Fund (1953)

For premedical students.

Charlotte Louise Jackson Fund (1928)

For a graduate of Yonkers High School.

Mary E. Larkin Joline Fund (1927)

For a student specializing in music.

Werner Josten Fund (1955)

Preferably for a student in music.

Helene L. Kaplan '53 Fund (1993)

Preferably for students in the metropolitan New York area.

Margaret L. Kaplan '49 Fund (1997)

Preferably for outstanding art history majors.

Jessie Kaufmann Fund (1902)

For a student who has no relative able to offer financial assistance.

442 Scholarship Funds

Kimball Fund (1938)

For a student from Spain or one of the Spanish-American countries for study at Barnard or elsewhere, under the direction of the Barnard Department of Spanish.

Eleanor Kinnicutt Fund (1911)

For a sophomore of exceptionally high standing.

John A. Kouwenhoven Fund (1991)

Preferably for an English major.

Henry C. Kuever and Frederick W.A.

Fuller Fund (1981)

Preferably for a student majoring in music, or in Greek or mathematics.

Wei-Ven Yao and Shien-Woo Kung

Fund (1992)

Preferably for students of Asian background.

The Mary Repazy Kuracina Scholarship Fund (2002)

Preferably for students interested in English literature or writing.

Dr. Ann G. Kuttner '15 Fund (1969)

Preferably to premedical students.

Frances Evans Land '55 International Scholarship Fund (2001)

For financial aid for international students.

Eugene M. Lang Fund (1988)

Preferably for minority students.

Marjorie de Loynes Lange '50 Fund (1993)

Preferably for a student studying music.

Ruth Rosenberg Lapidès '47 Fund (2000)

Preferably for students interested in art history.

Hortense Owen Lazar '26 Fund (1991)

Preferably for students who have demonstrated both exceptional promise in the field of creative writing and a practical concern for others.

Judith M. Lebensold Fund (1993)

Preferably for students majoring in political science or planning a career in law.

Ethel Stone LeFrak '41 Prize and Scholarship Fund (1986)

To a student for excellence in a field of the arts, the balance as a grant to the prize recipient or a meritorious alternate.

Marsha Corn Levine '62 and Leslie S.

Levine Fund (1997)

For students who have graduated from New York City public high schools.

Toby S. Levy '72 and Rick A. Holman

Architecture Fund (1993)

For students studying architecture.

Bernard Liberman Fund (1979)

For premedical students.

Loewenstein Sisters Fund (1998)

For commuting students.

Raphael Marino Fund (1977)

For a student proficient in Italian language, literature, art, or culture.

Eugene F. and Minnie Gouger McGowan

Fund (1955)

Preferably for students from Mecklenburg County, North Carolina.

Fannie Moulton McLane Fund (1961)

For citizens of the United States preferably of Colonial or Revolutionary ancestry, or the descendants of a Civil War soldier.

Mrs. Donald McLean Fund (1906)

Founded by the New York City Chapter of the Daughters of the American Revolution for a student of history (chiefly that of the United States).

Barbara and Marilyn Meyers Fund (1986)

Preferably for students majoring in writing, music, dance, or drama.

Alice Miller '58 Memorial Fund (1989)

Preferably for premedical students.

Libby S. Halpern Miller '60 Fund (1997)

In memory of Libby S. Halpern Miller '60, preferably for students interested in chemistry.

Eligia and Cruz Montero Fund (1999)

Preferably for students of Hispanic background.

Ferry Starr Morgan Fund (1959)

For a student majoring in music or philosophy.

Lawrence Morris Fund (1968)

Preferably for a nominee of the New York City Mission Society.

Ruth Day Moser '36 Fund (1983)

For seniors majoring in sociology.

Lucy Moses Fund (1975)

For a premedical student. See Prizes, page 431.

Eileen Lee Moy '73 Scholarship Fund (2003)

Preferably for students of Chinese heritage.

Ann Newman '69 Fund (1986)

For study abroad.

The New York Times Fund (1990)

For minority students.

Norman Fund (1998)

Preferably for students majoring in English.

Eileen O'Brien '48 Fund (1994)

Preferably for a student studying in the arts.

Margarita Brose Orr '84 Fund (1997)

Preferably for students engaged in athletics.

Julia Fisher Papper '37 Fund (1974)

For a senior of superior academic standing and high motivation.

John and Laura Pomerantz Fund (1995)

Preferably for transfer students.

Mary Barstow Pope Fund (1913)

For a nominee of a self-perpetuating committee representing the founders.

Public Service Fund (1934)

By the Women's Organization for National Prohibition Reform for students in their junior or senior years who show special promise for public service.

Lucille Pulitzer Fund (1899)

Three are restricted to students from the City of New York, eight are for resident students.

Basil Rauch Memorial Fund (1992)

For students majoring in history or in political science with an interest in foreign affairs.

Gladys A. Reichard Anthropology Scholarship Fund (1992)

For students majoring in anthropology, or, if there are no such eligible students, for students majoring in other social sciences.

Marie Reimer Fund (1953)

See Prizes, page 431.

Dr. Barnett and Jean Hollander Rich Fund for the Study of Mathematics (2003)

For students who have demonstrated superior ability in mathematics.

Amelia Agostini de del Rio Fund (1955)

For a student from Puerto Rico or a student who is majoring in Spanish.

Jennifer Romine '82 Fund (1996)

Preferably for students planning careers in natural history, wildlife conservation or veterinary medicine.

Lesley Jane Rosen '71 Memorial Fund (1975)

For a student who shows leadership quality and whose subject of interest is urban studies and/or political science.

Doris Lowinger Rosenberg '39 Fund (2003)

For students who demonstrate talent as writers.

Dr. Harry Rosenstein Fund (1967)

For a premedical student.

Doris Schloss Rosenthal '35 Fund (1981)

For students majoring in courses in the arts.

Doris Schloss Rosenthal '35 Science and Math Fund (1993)

For students majoring in science or mathematics.

Joan Rosof '61 Fund (1964)

For students from the State of New York.

Julian and Denver F. Roth '23 Fund (1996)

Preferably for students from the New York City area.

Marcella Rosen Sacks '55 and David G. Sacks Residential Fund (2000)

To provide financial aid to defray room and board expenses for students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being resident students.

Felix St. George Scholarship (1955)

For an incoming freshman studying physics, chemistry, or biology.

Stanley Schachter Fund (1998)

Preferably for students studying science.

Dorothy K. Scheidell '28 Fund (1965)

Preferably for premedical students.

Lillian Schoedler '11 Fund (1967)

For students who show promise of civic leadership.

444 Scholarship Funds

Margarete Schwabe Fund (1974)

For premedical students with outstanding ability and idealism.

Elizabeth and Fred Schwartz Fund (1996)

Preferably for students who are first generation Americans.

Ruth Gould Scoppa '37 Fund (1985)

Preferably for a student majoring in English.

Beth C Seidenberg '79 Endowed Science Scholarship (2004)

For students who meet the criteria of demonstrated financial need and academic merit in a science major.

Shang's Family Scholarship Fund (2004)

In honor of Yin-Yin Shang '83. Preferably students from single parent households and/or disadvantaged families.

Henry Sharp and Gertrude Hargrave Sharp '27 Scholarship Fund (1992)

For a student who has or will take one basic course in geology, geography, or environmental science.

Nina L. Shaw '76 Residential Fund (2000)

For students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being a resident student.

Barbara Lehmann Siegel '73 Fund (1999)

Preferably for students from Jewish day schools.

Roslyn S. Silver '27 Scholarship Program (1982)

For junior and senior students preparing for careers in medical research.

Rona Audrey Silverstein '59 Fund (2001)

Cecile Singer '50 Fund (1999)

For students who demonstrate leadership qualities and/or a commitment to community service.

Clarice Ann Smith '18 Fund (1973)

For students of literature and composition.

Diana Lanier Smith '45 Scholarship Fund (2004)

Preferably for Native American Students.

Marion Wesley Smith Fund (1978)

For students majoring in anthropology.

Hilda Staber '05 Fund (1967)

For foreign students.

Estella Raphael Steiner '23 Fund (1972)

For a senior in biological sciences who plans to engage in research in that field.

Beatrice L. Stern '25 Memorial Fund (1977)

For juniors and seniors in the life sciences or in the area of intergroup relations with special emphasis on those problems affecting minority welfare and acceptance in the American scene.

Marion Levi Stern '20 Fund (1977)

Preferably for students in the social sciences.

Trudy Wolf Stern '81 and Stanley Stern Fund (2000)

Preferably for students studying computer science.

Gwendolyn Straus Fund (2002)

Preference for students who have graduated from a Yeshiva school in the five boroughs of New York City. If no such student meets these requirements, a student from a Yeshiva school in the greater New York metropolitan area, or the east coast, or nationwide.

Simon Strauss and Elaine

Mandle Strauss '36 Fund (1981)

For students with disabilities.

Anna Stechel Sussner

Residential Fund (2000)

To provide financial assistance to defray room and board expenses for students who reside in an area designated by the College as being within commuting distance, but who would most benefit from being resident students, with a preference for first-generation Americans.

Janet Carlson Taylor '67 Fund (1996)

Preferably for students from New England.

Emma A. Tillotson Fund (1910)

For a sophomore of exceptionally high standing.

Artemis and Spiros Touliatos Fund (2000)

Preferably for immigrants or for the daughters of immigrants.

Mary Simmons Trueheart '67 Fund (1997)

Preference for students from west of the Mississippi River.

Clara Bittenwieser Unger '13 Memorial Fund (1938)

For a senior in political science who shows promise of ability to contribute to the promotion and perpetuation of true democracy under our Constitution.

Camilla Cowan von der Heyde '27 Fund (2000)

Preference for juniors or seniors who have shown a true commitment to a non-profit organization through working, interning, or volunteering.

Helen Elizabeth Vosburgh Fund (1934)

Preference to a self-supporting student.

Mary Voyse '13 Fund (1989).

For a student from Yonkers.

Walter A. Wagener Memorial Fund (1984)

For students majoring in a field of the arts.

Gertie Emily Gorman Webb Fund (1953)

For a nominee of the Department of History.

May Hessberg Weis '13 Fund (1981)

For students in environmental ethics and conservation.

Esther Lensh Weisman '24 Fund (1979)

Preferably for a student majoring in English.

Vivien Lesnik Weisman '82 and Richard L. Weisman Fund (2000)

Preferably for students of Latina heritage.

Marian Churchill White '29 Fund (1975)

For the winner of the Marian Churchill White Prize (see page 431), or an alternate with similar qualifications.

Internship Funds

The Costanza Anchisi '89 Memorial Internship Fund (1991)

For a junior majoring in Asian and Middle Eastern cultures.

The Maura Shannon Barrett '83 Internship Fund (1991)

In memory of Maura Shannon Barrett '83. For a student who demonstrates a strong interest in science and evidence of previous experience with scientific investigation under the auspices of a scientist.

The Jeanne Clery Internship Fund (2005)

In memory of Jeanne Clery by her parents, Constance Benjamin Clery '53 and Howard K. Clery, Jr. For students who would like to participate in meaningful work experiences at the Barnard-Columbia Rape Crisis/Anti-Violence Support Center, but could not afford to do so without a source of income.

Allison Wier Fund (1977)

For students who are residents of Westchester County.

Elaine Chien and Martin Wong Fund (1993)

For a Barnard student studying in France.

Elsa P. Wunderlich '12 Fund (1978)

For a German exchange student.

Richard P. Youtz Fund (1987)

For students in the Resumed Education Program.

The Miriam Scharfman Zadek '50 Scholarship Fund (1997)

To provide financial aid to defray room and board expenses for a student who resides in an area designated by the College as within commuting distance, but who would most benefit from being a resident student at Barnard College.

Alma Gluck Zimbalist Fund (1940)

For students in political science.

Gertrude Bunger Zufall '19 Fund (1987)

For a senior premedical student. See Prizes, page 431.

Georgianna Pimentel Contiguglia '64 Internship Fund (1997)

For internships in the visual arts, dance, theatre, or related fields.

Todd Evans and Hannah B. Evans '97 Fund (2000)

For internships with a preference for the arts or community service.

Charlotte Zmora Fahn '59 and Stanley Fahn Internship Fund (1997)

Eve Green '40 Internship Fund (2000)

The Halpern Family and Peter H. Juviler Human Rights Internship Fund (2004)

To provide internship aid in the arena of human rights, which could include civil rights, race relations, women's rights, programs for children, environmental and health protection, communications, education, and refugee and asylum rights.

Jane Rosenzweig Jelenko '70 Internship Fund (1997)

The Joyce Kosh Kaiser '57 Internship Fund for the Arts (2004)
Preferably for internships in the arts.

The Dolores Kreisman '53 Internship Fund (2004)

Amy Lai '89 Internship Fund (1997)

Linda Fayne Levinson '62 Internship Fund (2001)

Marsteller Internship Program (1998)
For students with disabilities for internships in all fields.

Lisa Miller '90 Internship Fund (2004)
In memory of Lisa Miller '90. Preferably for internship projects in the areas of achievement of social justice and equal opportunity for women, ethnic and racial minorities, people with disabilities, or the economically disadvantaged; economic development in low income communities and countries; and urban public policy initiatives.

The Susan Weis Mindel '66 and Dr. Joel S. Mindel Internship Fund (2002)
To provide student internship stipends in the arts.

Terry Newman '79 Internship Fund (2001)
To provide internships for students working in urban public education (including charter or magnet schools), for students working in a non-profit organization that works to support urban public education, and for students working in urban public after-school enrichment programs.

The Jessica E. Patt '89 Community Service Internship Fund (1993)
For students seeking to engage in intellectually meaningful work that provides a vital link between the classroom and the world at large.

The Francene Rodgers '67 Fellowship in Women's Public Policy (2004)

To provide internship funds to the College, involve students in important research related to women and public policy, and support the College's stature as a center of research on women.

The Esther and Morton Rose Memorial Arts Internship Fund (2003)

*In memory of Esther and Morton Rose by their daughter Terry Rose Saunders '64.
For internships in the visual and performing arts.*

Belle and Harry Salzman Internship Fund (1992)

Internships in the Washington, D.C. area for juniors and seniors who are interested in careers in public service, law, and government and who have demonstrated financial need.

The Bernice G. Segal Summer Research Internships Fund (1986)

For support of supervised research in the sciences. Recipients are selected by the Faculty Committee on Honors, upon recommendation of the faculty of the Departments of Chemistry, Biological Sciences, and Physics.

Carol Krongold Silberstein '69 and Alan Silberstein Public Service Fund (1999)

For internships in public service, preferably with organizations that serve children.

Sara Elizabeth Strang '95 Internship Fund (2001)

For science, math, or economics majors and/or for internships in finance.

The Univision Internship Fund for Women in Media and Communications (2003)

For internships in media and communications at Univision Network, with a preference for Latina applicants.

Shirley Estabrook Wood Internship Fund (1998)

Other Student Support Funds

Anthropology Student Fieldwork Fund (2000)

To defray the costs of internships for students in anthropology.

Diane Price Baker '76 Computing Fellows Fund (1997)

For stipends for computing fellows.

Yvonne Balboni Bregman '80 and Mark F. Bregman Computing Fellows Fund (2000)

For stipends for computing fellows.

CJC Grants for the Arts

For projects related to theses or other independent projects in film, studio art, dance, theatre, or related fields.

Katherine Ruser Fernando '79 Writing Fellows Fund (1998)

For stipends for writing fellows.

Cheryl Shaffer Greene '66 Writing Fellows Fund (2000)

For stipends for writing fellows.

Erica Mann Jong '63 Writing Fellows Fund (1997)

For stipends for writing fellows.

Anna Quindlen '74 Writing Fellows Fund (2000)

For stipends for writing fellows.

Lucius N. Littauer Research Fund in Jewish Studies (1999)

To support research for one or two faculty members or students each year.

Metropolitan Life/Richard R. Shinn Undergraduate Fellowships in Public Service (1999)

For two or more fellowships each year in public service.

Harris Shapiro Foundation Emergency Grant Fund (1997)

For students who face unexpected needs, particularly in the area of medical or family emergencies.

Patricia Henderson Shimm Fund for Parent and Student Education (2002)

Supports undergraduate Shimm Fund Fellows participating in in-depth research apprenticeships at the Barnard Center for Toddler Development.

The Ruth Bayard Smith '72 Memorial Fund (2005)

In memory of Ruth Bayard Smith '72, by her friends, family and classmates. To provide stipends to the senior editors of the Barnard Bulletin and to honor Ms. Smith's passion for journalism and undergraduate experience as a reporter for and as Editor-in-Chief of the Barnard Bulletin.

Bertha Vapnek Undergraduate History Research Fellowship Fund (2000)

To provide one summer research fellowship each year through a competitive selection process administered by the Department of History.

Loan Funds

The following loan funds are administered in accordance with terms specified by the donors.

Associate Alumnae Student Loan Fund

Barnard College Club of Cleveland Loan Fund

Barnard College Loan Fund

Ann Susan Becker Memorial Loan Fund

Thomas F. Clark Student Fund

Marilyn Chin '74 Loan Fund

Pauline Hirschfeld Loan Fund

Gertrude C. Hitchcock Loan Fund

Adelaide Le Ciercq Loan Fund

Swope Loan Fund

Tudor Foundation Student Loan Fund

HONORS

The following awards, administered according to the provisions of their respective donors, were established to honor those who have shown exceptional distinction in their studies.

FELLOWSHIPS

Alpha Zeta Club Graduate Scholarship (1936)

For graduating seniors who show promise of distinction or to outstanding recent Barnard graduates who are candidates for higher degrees.

Associate Alumnae of Barnard College Graduate Fellowship (1963)

For a graduating senior or graduate who shows exceptional promise in her chosen field of work. Information and applications may be obtained in the Alumnae Office.

Anne Davidson Fellowship (1971)

For graduating seniors who will pursue graduate study in conservation at a university of approved standing.

George Welwood Murray Graduate Fellowship (1930)

For graduating seniors who show promise of distinction in the humanities and/or the social sciences and who will pursue graduate study at a university or college of approved standing.

Josephine Paddock Fellowship (1976)

For graduating seniors who show promise of distinction in such fields of graduate study in art as the faculty shall determine. Holders are to pursue studies, preferably abroad, at a college or university of approved standing.

Grace Potter Rice Fellowship (1935)

For graduating seniors who show promise of distinction in the natural sciences or mathematics and who will pursue graduate study at a university or college of approved standing.

GENERAL

Estelle M. Allison Prize (1937)

For excellence in literature.

Mary E. Allison Prize (1937)

For general excellence in scholarship.

Annette Kar Baxter Memorial Fund Prize (1984)

For juniors who have distinguished themselves in the study of some aspect of women's experience.

Frank Gilbert Bryson Prize (1931)

For a senior who, in the opinion of the class, has given conspicuous evidence of unselfishness and who has made the greatest contribution to Barnard during the college years.

Eleanor Thomas Elliott Prizes (1973)

Two prizes to juniors chosen by the Honors Committee from among the five most outstanding students in the class based upon overall academic record, integrity, and good citizenship in the College.

Katherine Reeve Girard Prize (1964)

For a student whose interests are in the international aspects of a major.

Ann Barrow Hamilton Memorial Prize in Journalism (1978)

For a graduating senior who will pursue a career in journalism.

Alena Wels Hirschorn Prize (1986)

For a senior majoring in economics, with preference for a student who has a strong interest in English literature and/or in pursuing a career in journalism.

Lucyle Hook Travel Grants (1987)

To promising individuals with enriching, eclectic projects who demonstrate originality and self-direction.

Jo Green Iwabe Prize (1986)

To a student with a disability, for active participation in the academic and extracurricular life of the College.

Ethel Stone LeFrak Prize (1986)

For excellence in a field of the arts.

Schwimmer Prize (1986)

For an outstanding graduating senior in the humanities.

Bernice G. Segal Summer Research Internships (1986)

One or more internships for supervised research in the sciences during the summer.

Marian Churchill White Prize (1975)

For an outstanding sophomore who has participated actively in student affairs.

Premedical

Helen R. Downes Prize (1964)

For graduating seniors who show promise of distinction in medicine or the medical sciences.

Ida and John Kauderer Prize (1973)

For premedical students majoring in chemistry.

The Barbara Ann Liskin Memorial Prize (1995)

For a premedical student committed to women's issues and to a humanistic approach to patient care.

Lucy Moses Award (1975)

For a premedical student likely to provide service to the medically underserved.

Gertrude Bunger Zufall Award (1987)

For a premedical student entering her senior year.

BY ACADEMIC AREA

American Studies

John Demos Prize in American Studies (1995)

Awarded to a senior major for excellence in American Studies.

Architecture

The Marcia Mead Design Award (1983)

For architectural design.

Art History

Nancy Hoffman Prize (1983)

For students who plan to enter museum or gallery work or art conservatorship.

Virginia B. Wright Art History Prize (1969)

For promising seniors majoring in art history.

Asian–Middle Eastern Cultures

Taraknath Das Foundation Prize (Columbia University)

To a student of Barnard College, Columbia College, or the School of General Studies, for excellence in Asian and Middle Eastern Studies.

Biological Sciences

Edna Henry Bennett Memorial Grants (1927)

For summer study at a biological research station.

Hermann Botanical Prize (1892)

For an undergraduate student proficient in biology.

Herbert Maule Richards Grants (1933)

For botanical or general biological research.

Donald and Nancy Ritchie Grants (1979)

For biological study or research.

Spiera Family Prize (1986)

For promise of excellence by a student majoring in biological sciences.

Constance Von Wahl Prize (1915)

For advanced work in biology.

Chemistry

American Chemical Society's Division of Analytical Chemistry Award

For outstanding work in analytical chemistry.

American Chemical Society's Division of Polymer Chemistry Award

For outstanding work in organic chemistry.

American Institute of Chemists, New York Chapter Prize

For an outstanding student of chemistry.

CRC Press First-Year Chemistry Achievement Award

For outstanding achievement in first-year chemistry.

Marie Reimer Scholarship Fund Prize (1953)

Awarded at the end of the junior year to an outstanding major in chemistry.

Economics

Alena Wels Hirschorn Prize (1986)

To a junior for the best essay on a subject of domestic or international economics.

Beth Niemi Memorial Prize (1981)

For an outstanding senior majoring in economics.

Katharine E. Provost Memorial Prize (1949)

For superior work by an undergraduate major in economics.

Sylvia Kopald Selekmán Prize (1960)

For the first-year student who is doing the best work in introductory economics.

Education

Education Program Prize (2003)

For the Barnard student teacher who has made the most noteworthy contribution to secondary school classrooms.

Stephanie Kossoff Prize (1972)

For the student who has made the most noteworthy contribution or meaningful endeavor in childhood education.

English

Academy of American Poets Prize (Columbia University)

For the best poem or group of poems by a student.

Lenore Marshall Barnard Prizes (1975)

For both poetry and prose of distinction.

Saint Agatha-Muriel Bowden Memorial Prize (1971)

For superior proficiency in the study of Chaucer and medieval literature.

Bunner Award (Columbia University)

To the candidate for a Columbia degree who shall present the best essay on any topic dealing with American literature.

Doris E. Fleischman Prize (1992)

For the Barnard student judged to have written the best short piece, fiction or nonfiction.

W. Cabell Greet Prize (1974)

For excellence in English.

William Haller Prize (1987)

For excellence in the study of English literature.

Amy Loveman Memorial Prize (1956)

For the best original poem by an undergraduate.

Sidney Miner Poetry Prize (1962)

For the senior major who has shown distinction in the reading, writing, and study of poetry.

Peter S. Prescott Prize for Prose Writing (1992)

For a work of prose fiction which gives the greatest evidence of creative imagination and sustained ability.

Helen Prince Memorial Prize (1921)

For excellence in dramatic composition.

Helene Searcy Puls Prize (1984)

For the best poem in an annual student competition.

Stains-Berle Memorial Prize in Anglo-Saxon (1968)

For excellence in Anglo-Saxon language and literature.

Howard M. Teichmann Writing Prize (1986)

To a graduating senior for a written work or body of work that is distinguished in its originality and excellent in its execution.

Van Rensselaer Prize (Columbia University)

To the candidate for a Columbia degree who is the author of the best example of English lyric verse.

George Edward Woodberry Prize (Columbia University)

To an undergraduate student of the University for the best original poem.

Environmental Science

Lillian Berle Dare Prize (1974)

For the most proficient Barnard senior who will continue to study in geography or a related field.

Henry Sharp Prize (1970)

For an outstanding student majoring in environmental science.

French

Helen Marie Carlson French Prize (1965)

For the best composition in fourth-term French.

Isabelle de Wyzewa Prize (1972)

For the best composition in the French course
Major French Texts.

Frederic G. Hoffherr French Prize (1961)

To a student in intermediate French for
excellence in oral French.

Eleanor Keller Prizes (1968)

For juniors in French literature and seniors in
French culture.

Rosemary Thomas Prize in French (1966)

For evidence of a special sensitivity and awareness
in the study of French poetic literature.

German

Dean Prize in German (1952)

For the senior who has throughout college done
the best work in German language and
literature.

German Scholarship Fund Prize (1950)

Awarded at the end of the junior year to an
outstanding major in German.

Louise Stabenau Prize in German (1988)

Awarded to a junior or senior major for
excellence in oral German.

Greek and Latin

John Day Memorial Prize (1986)

For a high-ranking sophomore in the field of
Greek and Latin.

Earle Prize in Classics (Columbia University)

For excellence in sight translation of passages of
Greek and Latin.

**Benjamin F. Romaine Prize
(Columbia University)**

For proficiency in Greek language and literature.

Jean Willard Tatlock Memorial Prize (1917)

For the undergraduate student most proficient
in Latin.

History

Eugene H. Byrne History Prize (1960)

For superior work by a history major.

Ellen Davis Goldwater History Prize (1982)

For superior work by a history major.

Italian

Bettina Buonocore Salvo Prize (1966)

For a student of Italian.

Speranza Italian Prize (1911)

For excellence in Italian.

Mathematics

Margaret Kenney Jensen Prize (1973)

To first-year students, sophomores, and juniors
for excellence in mathematics.

Kohn Mathematical Prize (1892)

To a senior for excellence in mathematics.

Music

**Robert Emmett Dolan Prize
(Columbia University)**

To a student in any division of the University
for instruction on a chosen musical instrument.

Ethel Stone LeFrak Prize (1986)

For a graduating senior whose creative writing
in music shows promise of distinction.

Philosophy

William Pepperell Montague Prize (1949)

For promise of distinction in the field of
philosophy.

Gertrude Braun Rich Prize (1986)

For promise of excellence by a student majoring
in philosophy.

Physical Education

Margaret Holland Bowl (1974)

For excellence in leadership and participation in
Barnard intramurals and recreation.

**Marion R. Philips Scholar-Athlete
Award (1981)**

To the senior female winner of a varsity letter who
has achieved the highest cumulative academic
average and who has participated on a Columbia
University team for at least two years.

Tina Steck Award (1980)

For the most outstanding member of the Swimming and Diving Team.

Physics

Henry A. Boorse Prize (1974)

To a graduating Barnard senior, preferably a major in the department, whose record in physics shows promise of distinction in a scientific career.

Political Science

**James Gordon Bennett Prize
(Columbia University)**

For the best essay on some subject of contemporary interest in the domestic or foreign policy of the United States.

Phoebe Morrison Memorial Prize (1969)

For a political science major planning to attend law school.

Political Science Quarterly Prize (2000)

To a Barnard political science major for excellence in analytical writing on public or international affairs in a paper that has been presented in a colloquium.

**Caroline Phelps Stokes Prize
(Columbia University)**

For the best essay on any topic approved by the Stokes Prize Committee, which has been presented in course or seminar work.

Psychology

Hollingworth Prize (2000)

For an outstanding research project in psychology.

Ida Markewich Lawrence Prize (1982)

For the best paper in psychology, preferably child psychology, by a major.

Millennial Psychology Prize (2000)

For a student who plans to continue her scientific or professional training in psychology or a related discipline.

Religion

Caroline Gallup Reed Prize (1916)

For outstanding work either in the field of the origin of Christianity and early church history or in the general field of the history and theory of religion.

Spanish

John Bornemann Prize in Spanish (1976)

For superior performance in the first- or second-year language courses.

Carolina Marcial-Dorado Fund (1953)

For a student from Spain, or to a Spanish major continuing graduate studies in the United States or abroad, or to a student who is majoring in Spanish.

Eugene Raskin Prize

For the best essay in fourth-term Spanish.

**Clara Schiffrin Memorial Spanish Prize
(1998)**

For an outstanding student of Spanish and Latin American Cultures in courses above the level of Spanish 1204.

Spanish Prize (1959)

For a Spanish major who has done the most distinguished work in Spanish language and literature.

Ucelay Recitation Prize

For the best recitation of a poem or dramatic passage in Spanish.

**Susan Huntington Vernon Prize
(Seven Colleges)**

For the best original essay written in Spanish by a senior whose native language is not Spanish.

Theatre

Kenneth Janes Prize in Theatre (1987)

For a Barnard junior or senior who has contributed notably to the theatre program of the Minor Latham Playhouse.

Women's Studies

Bessie Ehrlich Memorial Prize (1980)

For an oral history project concerning a female relative of a preceding generation, in conjunction with the Women's Studies Department.

Jane S. Gould Prize (1982)

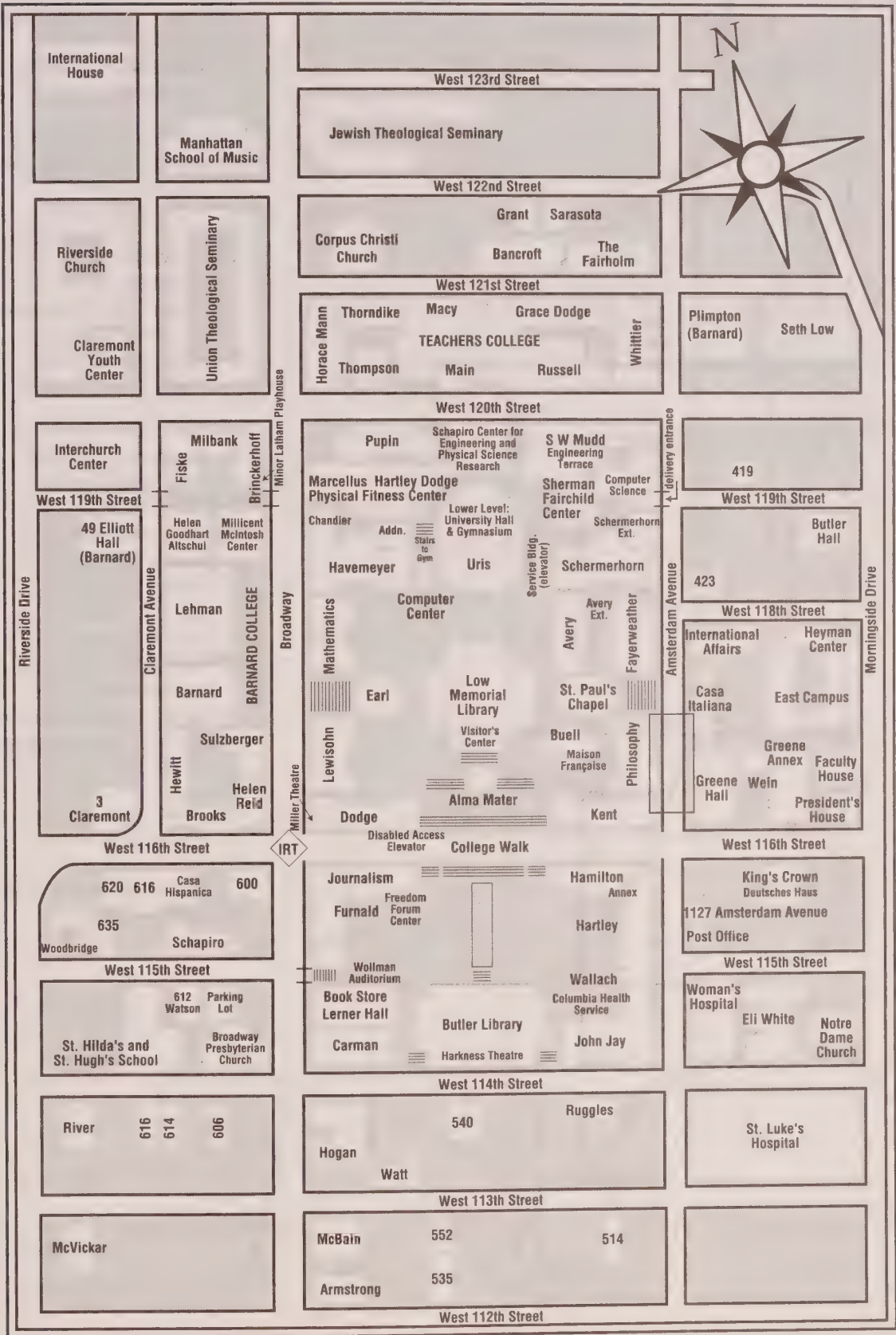
For an outstanding senior essay by a Women's Studies major.

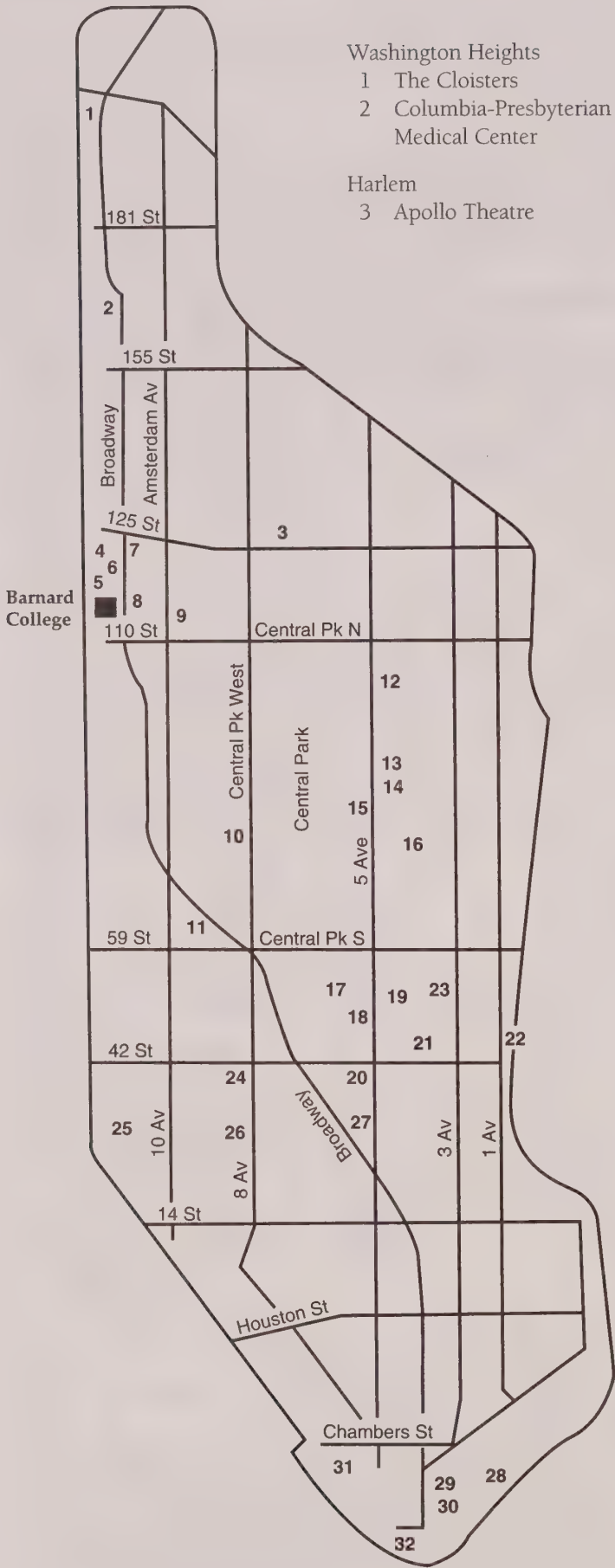
ENROLLMENT FIGURES

	1889 to 1890	1899 to 1900	1909 to 1910	1919 to 1920	1929 to 1930	1934 to 1935	1944 to 1945	1954 to 1955	1964 to 1965	1974 to 1975	1984 to 1985	1994 to 1995	2003 to 2004	2004 to 2005
Undergraduates, Regular														
Seniors	—	40	62	87	227	181	208	245	355	572	559	571	604	603
Juniors	—	40	122	190	237	220	314	340	414	554	563	590	547	519
Sophomores	—	37	109	193	247	226	314	317	391	488	512	540	556	592
First-year Students	14	54	188	224	311	267	324	304	415	437	531	550	560	557
Unclassified Students	—	—	—	—	54	103	56	1	8	—	—	—	—	—
	14	171	481	694	1076	997	1216	1207	1583	2051	2165	2251	2267	2271
Special Students														
Matriculated	—	21	24	39	—	—	—	—	—	—	—	—	—	—
Non-matriculated	—	—	30	22	28	29	21	20	19	33	22	20	14	18
Departmental (1889–1896)	22	—	—	—	—	—	—	—	—	—	—	—	—	—
Music Students (1896–1905, 1914–1915)	—	41	—	—	—	—	—	—	—	—	—	—	—	—
	22	62	54	61	28	29	21	20	19	33	22	20	14	18
Graduate Students														
(1890–1900)	—	82	—	—	—	—	—	—	—	—	—	—	—	—
Total Registration	36	315	535	755	1104	1026	1237	1227	1602	2084	2187	2271	2281	2289
Degrees Conferred														
A.B.	—	39	88	139	247	221	270	258	367	497	612	527	601	582
B.S. (1909–1918)	—	18	2	5	—	—	—	—	—	—	—	—	—	—
A.M. (1898–1900)	—	1	—	—	—	—	—	—	—	—	—	—	—	—
Ph.D. (1899–1900)	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Total Bachelor's Degrees conferred 1893–2005: A.B. 34, 356; B.S., 77
These figures represent registration in the Autumn term.

COLUMBIA UNIVERSITY
THE MORNINGSID CAMPUS AND ENVIRONS





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Milbank	
Office of Alumnae Affairs	854-2005
The Vagelos Alumnae Center	
Barnard Center for Research on Women.....	854-2067
101 Barnard	
Bursar	854-2026
15 Milbank	
Office of Career Development	854-2033
11 Milbank	
Office of College Activities	854-2096
209 McIntosh	
Dean for Community Development	854-4245
110 Sulzberger	
Dean for Student Development	854-2024
104 Milbank	
Dean of Studies	854-2024
105 Milbank	
Dean of the College	854-3075
105 Milbank	
Dining Services	854-6642
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Disability Services	854-4634
105 Hewitt	(Voice/TDD)
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14 Milbank	
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Higher Education Opportunity Program (HEOP)	854-3583
111 Hewitt	
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Provost and Dean of the Faculty	854-2708
<i>110 Milbank</i>	
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<i>104 Barnard</i>	
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<i>122 McIntosh</i>	
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<i>105 Milbank</i>	
Transcript Service	854-2011
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<i>105 Milbank</i>	

CALENDAR

2005

January

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

S	M	T	W	T	F	S
						1
	3	4	5	6	7	8
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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2006

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August

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October

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November

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SPRING TERM — ONE HUNDRED AND SEVENTEENTH YEAR

Registration	Jan. 13–18 (F–W)
Last day to submit to the Registrar work from autumn term 2005 for removal of I	Jan. 13 (F)
Language Placement Examinations	Jan. 13 (F)
Martin Luther King, Jr., Day holiday.....	Jan. 16 (M)
Classes Begin 9:00 a.m.	Jan. 17 (Tu)
Deferred examinations for students absent from December 2005 final examinations	Jan. 20, 23 (F, M)
Program filing. Last day to file spring term programs, 4:30 p.m.	Jan. 27 (F)
Last day to add a course	Jan. 27 (F)
Awarding of February degrees (date of ceremony Feb. 9 [Th]).....	Feb. 8 (W)
Last day to drop a course	Feb. 21 (Tu)
Last day to submit 2006–07 Senior Scholar applications.....	Feb. 23 (Th)
Midterm Date	Mar. 6 (M)
Spring holidays	Mar. 11–19 (Sat–Sun)
Last day to file requests for Pass/D/Fail grades or withdraw from a course	Mar. 23 (Th)
Major examinations for May and October graduates	Mar. 29–31 (W–F)
Last day for sophomores to declare majors	Apr. 3 (M)
Program planning and sign-up period for all students.....	Apr. 5–24 (W–M)
Last day to file application for 2006–07 financial aid.....	Apr. 17 (M)
Last day to file application for study elsewhere in autumn 2006	Apr. 24 (M)
Last day to file autumn term programs	Apr. 24 (M)
Honors Convocation.....	Apr. 27 (Th)
Last day to file a request for an Incomplete. In a course where final paper is due on an earlier date, request must be filed no later than the day before the paper is due.....	May 4 (Th)
Required reading period	May 2, 3, 4 (Tu, W, Th)
Final Examinations Begin	May 5 (F)
Spring term ends	May 12 (F)
Baccalaureate Service.....	May 14 (Sun)
Phi Beta Kappa Initiation	May 15 (M)
Presentation of Barnard Degree Candidates	May 16 (Tu)
Conferring of Degrees.....	May 17 (W)
Last day to submit to the Registrar work from Spring term 2006 for removal of I	June 6 (Tu)
Classes Begin 9 a.m.	Sept. 5 (Tu)

